



**MANAV RACHNA
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

DEPARTMENT OF EDUCATION

"End Term Examination, Jan-2023"

2nd

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|-----------------|--|----------------------------|------------------------|
| SEMESTER | I | DATE OF EXAM | 21/01/2023 |
| SUBJECT NAME | Business Communication-I | SUBJECT CODE | EDH146 |
| BRANCH | FAA/BA/HCM/GOM/EFB | SESSION | I |
| TIME | 3 Hrs | MAX. MARKS | 80 |
| PROGRAM | BBA | CREDITS | 3 |
| NAME OF FACULTY | Dr Chhavi Kulshreshtha/ Dr Akhilesh Kr. Dwivedi | NAME OF COURSE COORDINATOR | Dr Chhavi Kulshreshtha |

Note: Part A : All questions are compulsory.

Part B: All questions are compulsory.

Part C: Attempt any three questions.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESS ED | BLOOM'S LEVEL | PI |
|--------|---|--------|---------------|---------------|----|
| PART-A | 1(A) "Miscommunication may have a cascade effect, leaving the door open for conflict and other issues." Explain the steps for improving miscommunication. | 2 | CO3 | L2 | |
| | 1(B) State the characteristics of Grapevine communication. | 2 | CO3.5 | L2 | |
| | 1(C) Discuss the importance of 'Wit' in communication with examples. | 2 | CO3,5 | L2 | |
| | 1(D) Enumerate essential e mail etiquettes. Write the proper format of e mail writing. | 2+2=4 | CO1,5 | L3 | |
| | 1(E) Enlist the techniques of writing memorandums effectively. Write a congratulatory memo to an employee of your organization. | 5+5=10 | CO1,5 | L3 | |
| PART-B | Q2 "The single biggest problem in communication is the illusion that it has taken place." In the context of the mentioned statement explain extensively the barriers (any two) in the | 5 | CO3 | L4 | |

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|------------------------|----|--|-------------|-------|------|--|
| P A R T- C | | communication process. | | | | |
| | Q3 | <p>Define parts of speech (any two) with suitable examples. Identify which parts of speech are the underlined words:</p> <p>I. The weather was <u>very</u> cold.</p> <p>II. The teacher asked the <u>students</u> to stand.</p> <p>III. <u>Oh</u>! That is really sad.</p> <p>IV. She was angry <u>but</u> she said nothing.</p> <p>V. She was running a <u>high</u> temperature.</p> | $2.5+2.5=5$ | CO1 | L2 | |
| | Q4 | <p>"Feedback is rapidly gaining importance in almost all walks of life." Discuss four step model of feedback.</p> <p>Form feedback response in the case given below on the basis of Four Step Model (Behaviour Description, Feelings, Impact, request).</p> <p>Case</p> <p>Your department is the last room in the corridor. The new annex of the college is being constructed just next to the classroom. Work is going on day and night so as to finish the new building on time. Sometimes the construction work disturbs your class, but you are putting up with minor disturbances.</p> <p>From the past three days, the contractor is doing concreting of the various areas of the new wing. He has the habit of dragging the concrete mixer in the passage next to your class room every day for the work. There is a loud noise every time. Sometimes the mixer is taken past the room 3 to 4 times a day.</p> <p>Everyone is getting disturbed because of this.</p> <p>You want to give the contractor feedback regarding this matter.</p> | $5+5=10$ | CO1,5 | L6 | |
| | Q5 | <p>Define letter and its important aspects to be kept in mind while drafting a letter.</p> <p>Draft a letter in a capacity of Sales Executive to the Director Sales, giving brief of your sales call/visit.</p> | $10+10=20$ | CO3,5 | L2,6 | |

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| | Q6 | Explain the importance and sequence of report writing. Draft a report as a team leader you have been assigned to prepare a report on the daily fluctuations in sales. | $10+10=20$ | CO3,5 | L2,6 | |
| | Q7 | Explain the following in brief: i. Stark Network ii. Downward Communication iii. Characteristics of Y Network iv. Cluster Chain v. Effective Listening | $2*5=10$ | CO2 | L4 | |
| ***** END ***** | | | | | | |

DEPARTMENT OF EDUCATION AND HUMANITIES

Supplementary Examination -B. Tech Sem I
Set- A

| | | | |
|-----------------|--|----------------------------|----------------------|
| SEMESTER | 1 | DATE OF EXAM | 21.01.2023 |
| SUBJECT NAME | Professional English | SUBJECT CODE | EDS 166 |
| BRANCH | Computer Science | SESSION | I |
| TIME | 9.00-11.00 a.m. | MAX. MARKS | 50 |
| PROGRAM | B. Tech | CREDITS | 02 |
| NAME OF FACULTY | Dr. Chhavi Kulshrestha, Ms. Supriya Dang | NAME OF COURSE COORDINATOR | Dr. Akhilesh Dwivedi |

Note: All questions are compulsory in Part A & Part B
Part A: Each question will be 2 marks.
Part B: Each question will be 5 marks.
Part C: Attempt any 2 out of 3 each question will be 10 marks

| Q.NO. | QUESTIONS | MAR KS | CO ADDRESSE D | BLOOM'S LEVEL | P I |
|------------|--|-----------|---------------------|------------------|--------|
| PAR T-A | 1 Communication is the process of sharing feelings and thoughts with others. Justify this statement. | 02 | CO1 | BT5 | |
| | 2 Feedback is one of the important components in the process of communication. Discuss. | 02 | CO1 | BT2 | |
| | 3 What do you understand by sensible writing? Give some tips for making writing sensible. | 02 | CO3 | BT4 | |
| | 4 How does listening make communication more effective? Give reasons in support of your answer. | 02 | CO1 | BT4 | |
| | 5 Discuss two punctuation marks with their examples. | 02 | CO3 | BT2 | |
| PAR T-B | 6 Differentiate between Compound and Complex sentences. Explain it with the help of examples. | 05 | CO1 | BT4 | |
| | 7 How can we identify Indianism in English? Justify your answer by giving suitable examples. | 05 | CO1 | BT5 | |
| | 8 Why it is important to consider and apply the 7Cs of communication? Give arguments in favour. | 05 | CO3 | BT5 | |
| | 9 Coherence is one of the important components of writing skills. What factors can make your writing coherent? | 05 | CO3 | BT2 | |
| PAR T-C | 10A Formulate the different types of barriers in communication. How does it make communication ineffective? | 10 | CO1 | BT6 | |
| | 10B What do you understand by Non-Verbal Communication? What is the role of Kinesics and Proxemics in communication? | 10 | CO1 | BT5 | |
| | 10C Write an essay in 500 words on "Online Schooling, can it be the future of Education?" | 10 | CO3 | BT6 | |

SCHOOL OF EDUCATION AND HUMANITIES
"END TERM Examination, Dec 2022"
SET B

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|-----------------|--------------------------------|----------------------------|------------------------------------|
| SEMESTER | 7th | DATE OF EXAM | 16/12/2022 |
| SUBJECT NAME | Applied Psychology | SUBJECT CODE | EDS289 |
| BRANCH | B.Tech CSE/SMA | SESSION | Morning |
| TIME | 09:00-10:30 AM | MAX. MARKS | 50 |
| PROGRAM | B.Tech | CREDITS | 2 |
| NAME OF FACULTY | Ms. Somi Patel/Ms Ridhi Khanna | NAME OF COURSE COORDINATOR | Ms. Somi Patel/ Ms Ridhi Khanna |

Note: Note: All questions are compulsory from parts A, B, C and D

| Q.NO. | QUESTIONS | MARKS | CO ADDRE SSED | BLOOM'S LEVEL | PI |
|--------|-----------|--|---------------------|------------------|-----|
| PART-A | 1(A) | Enumerate the different types of groups. | 2 | CO4, CO5 | BT1 |
| | 1(B) | List the features that characterize personality. | 2 | CO2 | BT1 |
| | 1(C) | Explain the challenges faced in virtual community? Suggest some measures to overcome it." | 2 | CO4, CO6 | BT4 |
| | 1(D) | Comment on why or how a single event may be viewed as either eustress or distress | 2 | CO6 | BT4 |
| | 1(E) | Illustrate the branches of psychology. | 2 | CO1 | BT3 |
| PART-B | Q2 | Vinita holds a negative attitude towards individuals of a particular community. She avoids interacting or helping them in college. Identify and explain the behaviour being exhibited by Vinita. | 5 | CO2 | BT2 |
| | Q3 | Analyze the impact of job satisfaction on work outcomes. | 5 | CO6 | BT4 |
| PART-C | Q4A | What are the big –five dimensions of personality? Describe each dimension in detail. | 6 | CO2 | BT3 |
| | Q4B | How are extroverts different from introverts according to Jung? | 4 | CO2 | BT3 |
| | Q5 | Define social influence? Discuss the different conflict management styles and strategies to overcome the conflict. | 2+8 | CO1 | BT2 |

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| Q6 | <p>Relevance of Motivation in Organization</p> <p>As a part of the company's management development programme, a group of managers from various departments and functional areas devoted several sessions to the study of motivation theory. The practical knowledge and appropriateness of knowledge which they derived from motivation provide relevancy in directing and controlling various individuals and operations of their department. Vipul who was one of the participant's in the management development programme and a supervisor in the production department for several years. During the discussion session, Vipul made the following observation,</p> <p>"Motivation theory makes sense in general, but there is no opportunity for me to apply those theoretical concepts to the real-life job situations. Moreover, our lower-level employees are unionized having job security and wage scales and they have strong trade unions. The employees are not under my control directly and they are strongly influenced by trade unions. Motivational concepts have given me some basic ideas but in reality and on actual job situations it doesn't provide much help because we are all dealing with adults. Further, this reward and punishment thing give undue advantage to personal manipulation that is not acceptable to the employees in a long run."</p> | | | | |
| Q6(A) | <p>In what aspect Vipul is correct in his statement, "There is no opportunity for me to apply these motivational concept's to the real life job situations." Comment.</p> | 4 | CO6 | BT4 | |
| Q6(B) | <p>If you were in place of Vipul, what measure would you take to make employees motivated and productive?</p> | 6 | CO6 | BT4 | |

SCHOOL OF EDUCATION AND HUMANITIES
T3 Examination, July- Dec 2022 (SET B)

Dr. Savita Sharma

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|-----------------|--------------------|----------------------------|-------------------|
| SEMESTER | VII | DATE OF EXAM | 16/12/22 |
| SUBJECT NAME | Applied Philosophy | SUBJECT CODE | EDS 288 |
| BRANCH | CSE & ME | SESSION | Morning |
| TIME | 9.00 am-10.30 am | MAX. MARKS | 50 |
| PROGRAM | B.TECH | CREDITS | 2 |
| NAME OF FACULTY | Dr. Savita Sharma | NAME OF COURSE COORDINATOR | Dr. Savita Sharma |

Note

All questions in Part A are compulsory. Each question carries 2 marks.

Attempt any four Questions in Part B. Each question carries 10 Marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | P I |
|--------|--|-------|--------------|---------------|-----|
| PART-A | Q.1 Analyze key principles propounded by 'Idealism' as school of thought. | 2 | CO1 | BT4 | |
| | Q.2 Reflect upon the branches of Philosophy as specialized area of knowledge. | 2 | CO2 | BT5 | |
| | Q.3 Share your ideas pertaining to 'Democratic India', in light of its constitutional status. | 2 | CO3 | BT3 | |
| | Q.4 Examine the sources that help in formation of a sound philosophy of life of any person. | 2 | CO4 | BT5 | |
| | Q.5 List down various questions that are generally asked in 'Axiology'. | 2 | CO1 | BT1 | |
| PART-B | Q.6 Elaborate upon any one religious philosophy of your preference highlighting the aspects encompassing core aspects of spirituality in it. | 10 | CO4 | BT4 | |
| | Q.7 Critically reflect upon the life principles of any one philosopher, focusing on their relevance in the modern times. | 10 | CO2 | BT5 | |
| | Q.8 Reflect upon the idea of 'One India' in light of many forms of diversity existing around. | 10 | CO3 | BT5 | |
| | Q.9 'Spirituality connects all the religion through universal human values'. Justify the statement with relevant explanation. | 10 | CO4 | BT5 | |
| | Q.10 Elucidate the contribution of a sound philosophy in developing critical thinking skills and decision making ability. | 10 | CO1 | BT3 | |

School of Education and Humanities

"End Term Examination, Dec -2022 SET -1"

Rachna

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|-----------------|------------------------|----------------------------|--------------------|
| SEMESTER | 7th | DATE OF EXAM | 17/12/2022 |
| SUBJECT NAME | Biology for Engineers | SUBJECT CODE | EDH 422 |
| BRANCH | CSE-DSML/DTE | SESSION | II |
| TIME | 1:00 pm-2:30 pm | MAX. MARKS | 50 |
| PROGRAM | Bachelor of Technology | CREDITS | 2 |
| NAME OF FACULTY | Dr. Vandana Nandal | NAME OF COURSE COORDINATOR | Dr. Vandana Nandal |

Note: Part A : All questions are compulsory. Questions will be of short answer type (10 Marks).

Part B and C: Questions will be of descriptive type or numerical. Each question will be of 5Marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | Q1(A) Define: a) Virology b) RER | 2 | C02 | BTI | |
| | Q1(B) Justify the importance of study of Biology for engineers | 2 | C01 | BT5 | |
| | Q1(C) Draw labeled animal cell. | 2 | C03 | BT3 | |
| | Q1(D) Describe the role of peroxisomes. | 2 | C02 | BT2 | |
| | Q1(E) Support how bird inspired the structure of aero plane. | 2 | C01 | BT5 | |
| PART-B | Q2 (A) Justify Mendel's First Law with a Di- Hybrid Cross. | 5 | C04 | BT5 | |
| | Q2(B) Differentiate between Test cross and Back cross . | 5 | C04 | BT4 | |

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|------------------------|---------------|--|---|-----|-----|--|
| | Q2(C) | Compare Monohybrid cross and Dihybrid cross. | 5 | C04 | BT4 | |
| | Q2 (D) | Why did Mendel pick pea plant for his experiment? What were the characters he took in consideration? | 5 | C04 | BT2 | |
| PART-C | Q3(A) | What are the main 6 classes of enzymes .Give one example of each. | 5 | C05 | BT2 | |
| | Q3(B) | Draw and explain the structure of DNA in eukaryotes. | 5 | C05 | BT4 | |
| | Q3(C) | Activity of Enzymes is impacted by the change in temp and pH. Justify the statement with graph. | 5 | C05 | BT5 | |
| | Q3(D) | Elaborate the process of transcription in eukaryotes with diagram. | 5 | C05 | BT2 | |
| ***** END ***** | | | | | | |

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DEPARTMENT OF EDUCATION AND HUMANITIES

“End Term” Examination, DECEMBER-2022”

Rashee

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|-----------------|---|----------------------------|------------------|
| SEMESTER | 3 | DATE OF EXAM | 12.12.2022 |
| SUBJECT NAME | Pedagogical Skills | SUBJECT CODE | EDS234 |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-10.30AM | MAX. MARKS | 50 |
| PROGRAM | Master of Technology – ME/ Master of Technology – CE/ Masters of Science (M. Sc.) - MATHEMATICS | CREDITS | 02 |
| NAME OF FACULTY | Dr. Rashee Singh | NAME OF COURSE COORDINATOR | Dr. Rashee Singh |

Note: Part A: All questions are compulsory. Each question carries 2 Marks.

Part B: Attempt any 2 out of 3 questions. Each question carries 5marks.

Part C: Attempt any 3 out of 4 questions. Each question carries 10 marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1 Define the term 'pedagogy.' | 02 | CO1 | BT1 | |
| | 2 Why assessment is important? | 02 | CO4 | BT2 | |
| | 3 What is the difference between an aim and a learning objective? | 02 | CO2 | BT1 | |
| | 4 What do you mean by the Constructivist method of teaching? | 02 | CO3 | BT1 | |
| | 5 What is the importance of pedagogy in teaching-learning process? | 02 | CO2 | BT2 | |
| PART-B | 6 Differentiate between fixed mindset and growth mindset. | 05 | CO4 | BT4 | |
| | 7 What is Project-based Learning? Give its three advantages and three limitations. | 05 | CO3 | BT4 | |
| | 8 What are the key differences between assessment and evaluation? | 05 | CO4 | BT4 | |

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| PART-C | 9(a) | Describe the Affective Domain objectives of Anderson and Krathwohl's Taxonomy. | 10 | CO1 | BT5 | |
| | (b) | What is Action Research? Explain the steps and benefits of Action Research. | 10 | CO3 | BT6 | |
| | (c) | Why STEM should become STEAM? | 10 | CO4 | BT5 | |
| | (d) | Describe in detail about Collaborative Learning. | 10 | CO2 | BT6 | |
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Dr. Akhilesh

SCHOOL OF EDUCATION AND HUMANITIES

END TERM EXAMINATION, JANUARY 2022

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|------------------|-----------------------|--------------------|-------------|
| SEMESTER | 01 | DATE OF EXAM | 17/01/2023 |
| SUBJECT NAME | Communicative English | SUBJECT CODE | HLS102 |
| BRANCH | Phy/Chem/Maths | SESSION | I |
| TIME | 1.5 HRS | MAX. MARKS | 40 |
| PROGRAM | B Sc | CREDITS | 2 |
| NAMES OF FACULTY | Dr Akhilesh | COURSE COORDINATOR | Dr Akhilesh |

Note: Attempt any four questions. All the questions have equal marks.

| | QUESTIONS | MARKS | CO ADDRESS SED | BLOOM'S LEVEL |
|-------|--|-------|----------------|---------------|
| 1 (a) | Use the following words into your own sentences as homonyms: Chair, reserve, notice, pay, express | 5 | CO1 | BT-4 |
| 1 (b) | Use the following pair of words into your own sentences: Empty-vacant, compliment-complement, accent-assent, site-cite, accept-except | 5 | CO1 | BT-4 |
| 2 (a) | Explain barriers & filters in communication. | 5 | CO2 | BT-2 |
| 2 (b) | Effective communication is a key to get success in professional life, justify the statement. | 5 | CO3 | BT-2 & 4 |
| 3 (a) | Transcribe the following words: Teacher, gather, sorry, fat, out | 5 | CO4 | BT-4 |
| 3 (b) | Explain the importance of sentence stress in effective communication, with appropriate examples. | 5 | CO4 | BT-4 |
| 4 (a) | Your company, named as Amit Textiles Pvt Ltd, Mumbai, has decided to expand its business at new campus. Hence it needs 100 new computers on urgent basis. You are Marketing Manager of your company. Demanding quotation, write a letter to the marketing manager of ABP IT Pvt Ltd. | 5 | CO2 | BT-4 |
| 4 (b) | Explain various rules while commenting on social media, with suitable example. 200 words. | 5 | CO2 | BT-2 |
| 5 (a) | Write an essay on vowel sounds with suitable examples. | 5 | CO4 | BT-2 |
| 5 (b) | Use the following idioms and phrases into your own sentences: A bed of roses, Add fuel to fire, Red Tapism, At the eleventh hour, A red letter day | 5 | CO1 | BT-4 |

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Mr. Subodh is under tremendous amount of stress due to high work pressure at job and recently he got married and having additional family responsibilities. He is senior manager in a reputed MNC and many employees are working under Subodh considering him as their role model. The firm arranged stress management session for their employees including everyone from top management to low level management because stress is there in everyone's life irrespective of the designation. Mr. Navdeep, one of the best trainers for stress management called for the session on stress management. Navdeep addressed the employees and during the session asked everyone personally reasons for stress and concluded that most of the employees are not satisfied with the incentive plans of the organization and work norms which are very strict having no element of flexibility. Mr. Navdeep advised the CEO of the MNC to make certain changes in the incentive plans and work norms but the CEO does not pay any attention to his advice. And the situation remains as usual.

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| | Q6(A) | Analyse the problem in the case? | 2 | CO6 | BT4 | |
| | Q6(B) | what measures should be taken by you if you were the CEO of the MNC to reduce stress of employees? | 4 | CO6 | BT4 | |
| | Q6(C) | If you were in place of Subodh, what will you do to manage your stress and that of employees who consider you as their role model? | 4 | C06 | BT4 | |

6/12/22

SCHOOL OF EDUCATION AND HUMANITIES

ODD SEMESTER (August-Jan-2022) End Term Examination Jan-23

QUESTION PAPER STRUCTURE (QPS)

| FACULTY NAME: Ridhi Khanna | | NAME OF COURSE COORDINATOR: Ridhi Khanna | | DATE OF EXAM: 13/01/2023 | |
|------------------------------------|---|--|--------------|--------------------------|------------------------|
| COURSE NAME: Pedagogy of Economics | | COURSE CODE: EDH 129 | CREDIT: 4 | MAX. MARKS: 100 | TIME DURATION: 3 Hours |
| PROGRAM: B.Ed | | SEMESTER: I | | Session - I | |
| Q.No. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
| NOTE | Attempt All Questions from Part A, Part B and Part C | | | | |
| PART - A | Q1 Explain the correlation of Economics with various academic disciplines. Distinguish between Aims and Objectives | 6+4 | CO1, CO4 | BT2 | |
| | Q2 Using the Bloom Taxonomy Model, List out two activities from each domain highlighting its learning objectives and learning outcomes. | 10 | CO2, CO6 | BT4 | |
| PART - B | Q3 Develop a lesson plan on any one topic related to Economics wherein defining the teaching method, techniques and strategies that can be used to make the class interesting and engaging? | 10 | CO2, CO3 | BT6 | |
| | Q4 Explain any five teaching methods? | 15 | CO2, CO3 | BT2 | |
| | Q5 Write a short note on: a) Skill of Explaining b) Induction Method c) Jig Saw Puzzle d) Questioning Answer Technique e) Concept Map | 15 | CO2, CO3 | BT2 | |
| PART - C | Q6 Discuss the various parameter of textbook analysis | 10 | CO4, CO5 | BT4 | |
| | Q7 Distinguish between Formative and Summative Evaluation? Explain the concept and strategies of Remedial Teaching? | 4+6 | CO5, CO6 | BT5 | |
| | Q8 Describe different types of Achievement Test. Construct an Achievement Test for the students of class XII. | 10 | CO3, CO5 | BT5 | |
| Q9 | Suppose you are an Economics teacher of ABC School. The students are facing challenges regarding the concept of GDP and its numericals. Develop an Action Plan to resolve their queries which will enhance their learning | 10 | CO4, CO6 | BT6 | |

END

DEPARTMENT OF EDUCATION & HUMANITIES

"End Term Examination, Jan-2023"

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|-----------------|----------------------------|----------------------------|-----------------|
| SEMESTER | 1 st | DATE OF EXAM | 13/01/2023 |
| SUBJECT NAME | Pedagogy of Social Science | SUBJECT CODE | EDH 108-T |
| BRANCH | Education & Humanities | SESSION | I |
| TIME | 9 AM - 12 NOON | MAX. MARKS | 100 |
| PROGRAM | B Ed; B Ed Sp Ed(LD) | CREDITS | 4 |
| NAME OF FACULTY | Dr Rashee Singh | NAME OF COURSE COORDINATOR | Dr Rashee Singh |

Note: Part A: All questions are compulsory. Questions will be of short answer type and 2 marks each. Part B: Attempt any 3 out of 4 questions. Part C: Attempt all 5 questions.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Draw the Microteaching cycle. | 2 | CO3 | BT 2 | |
| | 1(B) Describe the importance of teaching anthropology in social science. | 2 | CO1 | BT1 | |
| | 1(C) Enumerate the points we need to keep in mind while planning for a lesson. | 2 | CO4 | BT1 | |
| | 1(D) List the components of Skill of Stimulus Variation. | 2 | CO4 | BT1 | |
| | 1(E) Discuss the types and uses of maps. | 2 | CO5 | BT2 | |
| | 1(F) Explain the criteria used to keep in mind while choosing the right teaching aids. | 2 | CO5 | BT3 | |
| | 1(G) Explain validity as a characteristic of a good test. | 2 | CO5 | BT2 | |
| | 1(H) Demonstrate the use of Action verbs of Bloom's Taxonomy. | 2 | CO3 | BT2 | |
| | 1(I) Distinguish between Basic/Fundamental Research and Action Research. | 2 | CO5 | BT4 | |

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| | 1(J) | Discuss the role of utilizing community resources in teaching social science in school. | 2 | CO5 | BT3 | |
| PART-B | Q2 | Discuss in detail the Information Processing model in teaching of Social Science with its educational implications. | 10 | CO2 | BT2 | |
| | Q 3 | Analyze the importance of using Project based learning method in social science in detail. | 10 | CO2 | BT4 | |
| | Q 4 | Elaborate in detail the meaning, importance and types of Evaluation in Social Science. | 10 | CO5 | BT3 | |
| | Q 5 | Discuss the Bloom's Taxonomy of Instructional objectives with implications. | 10 | CO3 | BT3 | |
| | Q 6 | Explain in detail the procedure of construction of an objective type achievement test. | 10 | CO5 | BT2 | |
| PART-C | Q7(A) | Describe the importance of lesson planning in life of a teacher. | 05 | CO4 | BT3 | |
| | Q7(B) | What is the meaning and importance of remedial teaching? | 05 | CO4 | BT2 | |
| | Q 8 | Explain any two skills of teaching with components. | 10 | CO3 | BT2 | |
| | Q 9 | Develop a lesson plan on any topic of your choice in Social Science. | 10 | CO4 | BT6 | |
| | Q 10 | Briefly explain the concept and steps of Action Research and illustrate its use in classroom. | 10 | CO5 | BT5 | |



MANAV RACHNA
UNIVERSITY

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Special Case

DEPARTMENT OF EDUCATION & HUMANITIES

"End Term Examination, Jan-2023"

2023

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|-----------------|----------------------------|----------------------------|-----------------|
| SEMESTER | 1 st | DATE OF EXAM | 13/01/2023 |
| SUBJECT NAME | Pedagogy of Social Science | SUBJECT CODE | EDH 108 T |
| BRANCH | Education & Humanities | SESSION | I |
| TIME | 9 AM - 12 NOON | MAX. MARKS | 100 |
| PROGRAM | B Ed; B Ed Sp Ed(LD) | CREDITS | 4 |
| NAME OF FACULTY | Dr Rashee Singh | NAME OF COURSE COORDINATOR | Dr Rashee Singh |

Note: Part A: All questions are compulsory. Questions will be of short answer type and 2 marks each. Part B: Attempt any 3 out of 4 questions. Part C: Attempt all 5 questions.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Draw the Microteaching cycle. | 2 | CO3 | BT 2 | |
| | 1(B) Describe the importance of teaching anthropology in social science. | 2 | CO1 | BT1 | |
| | 1(C) Enumerate the points we need to keep in mind while planning for a lesson. | 2 | CO4 | BT1 | |
| | 1(D) List the components of Skill of Stimulus Variation. | 2 | CO4 | BT1 | |
| | 1(E) Discuss the types and uses of maps. | 2 | CO5 | BT2 | |
| | 1(F) Explain the criteria used to keep in mind while choosing the right teaching aids. | 2 | CO5 | BT3 | |

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| PART-B | 1(G) | Explain validity as a characteristic of a good test. | 2 | CO5 | BT2 | |
| | 1(H) | Demonstrate the use of Action verbs of Bloom's Taxonomy. | 2 | CO3 | BT2 | |
| | 1(I) | Distinguish between Basic/Fundamental Research and Action Research. | 2 | CO5 | BT4 | |
| | 1(J) | Discuss the role of utilizing community resources in teaching social science in school. | 2 | CO5 | BT3 | |
| | Q2 | Discuss in detail the Information Processing model in teaching of Social Science with its educational implications. | 10 | CO2 | BT2 | |
| | Q3 | Analyze the importance of using Project based learning method in social science in detail. | 10 | CO2 | BT4 | |
| | Q4 | Elaborate in detail the meaning, importance and types of Evaluation in Social Science. | 10 | CO5 | BT3 | |
| | Q5 | Discuss the Bloom's Taxonomy of Instructional objectives with implications. | 10 | CO3 | BT3 | |
| | Q6 | Explain in detail the procedure of construction of an objective type achievement test. | 10 | CO5 | BT2 | |
| PART-C | | | | | | |

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|-------|---|----|-----|-----|--|
| Q7(A) | Describe the importance of lesson planning in life of a teacher. | 05 | CO4 | BT3 | |
| Q7(B) | What is the meaning and importance of remedial teaching? | 05 | CO4 | BT2 | |
| Q 8 | Explain any two skills of teaching with components. | 10 | CO3 | BT2 | |
| Q 9 | Develop a lesson plan on any topic of your choice in Social Science. | 10 | CO4 | BT6 | |
| Q 10 | Briefly explain the concept and steps of Action Research and illustrate its use in classroom. | 10 | CO5 | BT5 | |

DEPARTMENT OF EDUCATION AND HUMANITIES
"End Semester Examination, JAN-2023"

Dr Ritu Sharma

| | | | |
|-----------------|---|----------------------------|----------------|
| SEMESTER | 01 | DATE OF EXAM | 16/01/2023 |
| SUBJECT NAME | Child Development and Teaching Learning Process | SUBJECT CODE | EDH101B-T |
| BRANCH | Education & Humanities | SESSION | 01 |
| TIME | 03 HOURS | MAX. MARKS | 100 |
| PROGRAM | B Ed | CREDITS | 04 |
| NAME OF FACULTY | Dr Ritu Sharma | NAME OF COURSE COORDINATOR | Dr Ritu Sharma |

Note: (All questions in Section A are compulsory,
Attempt any 4 questions from Section B
Attempt any 3 from Section C
Attempt any 3 from section D)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | 1(A) Discuss the role of teacher in dealing with multilingualism in the classroom. | 2 | CO1 | BT2 | |
| | 1(B) Share the important points to be included in observation in the classroom. | 2 | CO4 | BT3 | |
| | 1(C) Discuss reflective journal as a means of studying behaviour of adolescents. | 2 | CO3 | BT2 | |
| | 1(D) Give two causes of stress among adolescents today. | 2 | CO3 | BT2 | |
| | 1(E) Explain any two parenting styles seen now-a-days. | 2 | CO1 | BT2 | |
| | 1(F) Growth and development are one and the same thing. True or false. Give reason for your answer. | 2 | CO3 | BT2 | |
| | 1(G) Nature and nurture play equal role in the development of the child. Comment. | 2 | CO4 | BT3 | |

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|--------|------|---|----|-----|-----------|--|
| | 1(H) | Which of the following is not aspect of child abuse? i) Physical ii) mental iii) sexual iv) financial | 2 | CO3 | BT3 | |
| | 1(I) | Analyze the role of peer group in socialization of a child. | 2 | CO3 | BT5 | |
| | 1(J) | Justify the role of teachers in proper child development. | 2 | CO3 | BT4 | |
| PART-B | 2(A) | Discuss the role of heredity and environment in the growth and development of a child. | 5 | CO1 | BT2 | |
| | 2(B) | Analyze and comment which technique can be best used to study adolescents. | 5 | CO3 | BT4 | |
| | 2(C) | Bring out the role of parents in taking care of emotional problems among children. | 5 | CO1 | BT4 | |
| | 2(D) | Discuss the major aspects of the theory of development as given by Kohlberg. | 5 | CO5 | BT5 | |
| | 2(E) | Discuss the theory and its educational implications of the theory of cognitive development given by Piaget. | 5 | CO4 | BT5 | |
| | | | | | | |
| PART-C | 3(A) | Write an elaborate note on Gardner's theory of multiple intelligence and its educational implications with illustrations. | 10 | CO3 | BT5 | |
| | 3(B) | Elaborate on the various parenting styles. Which one according to you is the best one and why. | 10 | CO4 | BT1 + BT4 | |
| | 3(C) | Discuss the role of the teacher catering to individual differences in the classroom. | 10 | CO3 | BT3 | |
| | 3(D) | Discuss any five individual differences with illustrations the social environment around you. | 10 | CO3 | BT2 | |
| | 3(E) | What according to you is the cause of value erosion among children. How can society take care of this issue? | 10 | CO4 | BT3 + BT4 | |
| | | | | | | |
| PART-D | 4(A) | Examine the implications of multi-cultural psychology on learning and teaching | 10 | CO5 | BT1 + BT3 | |
| | 4(B) | Name four factors leading to multiple childhoods. Discuss any two in brief. | 10 | CO4 | BT4 | |
| | 4(C) | "Media had a strong impact on adolescents" Justify the statement in light of present social conditions. | 10 | CO4 | BT4 | |
| | 4(D) | You are the teacher of Class 10, how will you help a child facing some emotional disturbance due to some abuse faced at home? | 10 | CO3 | BT2 | |
| | 4(E) | Examine the impact of family, peers and teachers on the socialization of the child. | 10 | CO5 | BT5 | |
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DEPARTMENT OF EDUCATION

"End Term Examination, January'2022"

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Semester: I

Subject: Human Growth and Development

Branch: Education

Course Type: Core

Time: 3 Hours

Max. Marks: 100

Date of Exam: 16/01/2023

Subject Code: EDH 148 - T

Session: 2022-2024 (F)

Course Nature: Hard

Program: B.Ed special education (LD)

Signature: HOD

Note:

- All questions are compulsory in Section A and carry 1 mark each
- There is an internal choice in each question in Section B and each question carries 5 marks.
- There is an internal choice in each question in Section C and each question carries 10 marks.

| Q.No | Questions | Marks | CO Addressed | Bloom's Level |
|--------|--|-------|--------------|---------------|
| PART-A | 1 (a) Shortest Period of Prenatal Development is | 1 | CO1 | L1 |
| | (b) _____ is the maximum score that can be attained in APGAR scoring | 1 | CO2 | L1 |
| | (c) _____ reflex is also known as startle reflex. | 1 | CO1 | L2 |
| | (d) _____ is a cognitive framework or concept that helps organize and interpret information. | 1 | CO4 | L2 |
| | (e) _____ is an important characteristic of Concrete Operational stage. | 1 | CO3 | L3 |
| | (f) _____ refers to the general pattern whereby development follows a Central to peripheral progression. | 1 | CO1 | L1 |
| | (g) Erogenous zone in the second stage of Psychosexual theory is | 1 | CO1 | L1 |
| | (h) Bruner's cognitive theory gave out the idea of _____ curriculum | 1 | CO1 | L2 |
| | (i) _____ stage of | 1 | CO3 | L2 |

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| | | development is also known a period of storm and stress | | | |
| | (Q1) | Growth is _____ in nature whereas Development is _____ in nature. | 1 | CO1 | L2 |
| PART-B | Q2(a) | Debate on the nature nurture controversy in Child development OR Explain any 3 domains of development | 5 | CO2 | L5 |
| | (b) | Write a short note on APGAR Score OR Write a short note on Reflexes | 5 | CO1 | L4 |
| PART-C | Q3 | Illustrate the stages of prenatal development. OR Identify the various influences on Prenatal Development. Give some tips for an expecting woman. | 10 | CO4 | L4 |
| | Q4 | Critically analyze the environmental factors influencing early childhood development OR Write a note on types of play and reflect upon its role in enhancing development | 10 | CO4 | L5 |
| | Q5 | Illustrate the Ecological theory OR Discuss the first 4 stages of Psycho-Social Theory | 10 | CO3 | L4 |
| | Q6 | Discuss any one cognitive theory in detail OR Device any two tasks to test an adolescent in the Formal Operation stage | 10 | CO3 | L5 |
| | Q7 | Write an imaginary observation of a preschooler focusing on the cognitive and socio-emotional domains of development. OR Write an imaginary observation of a preschooler focusing on physical motor and Language domains of | 10 | CO1 | L5 |

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|-----|---|----|-----|----|
| | development. | | | |
| Q8 | Explain the emerging capabilities in the cognitive domain in adolescence OR Examine the issues related to puberty | 10 | CO3 | L4 |
| Q9 | Describe the environmental Influences on an adolescent OR Summarize the life skills imperative for independent living. | 10 | CO3 | L4 |
| Q10 | Identify and explain the emerging roles and responsibilities in adulthood. OR Write a note on Psychological well being. Illustrate one strategy which is useful for you as an individual in maintaining your psychological well being. | 10 | CO3 | L5 |

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DEPARTMENT OF EDUCATION AND HUMANITIES
"End Semester Examination, JAN-2023"

Range

| | | | |
|-----------------|---|----------------------------|----------------|
| SEMESTER | 01 | DATE OF EXAM | 16/01/2023 |
| SUBJECT NAME | Child Development and Teaching Learning Process | SUBJECT CODE | EDH101 |
| BRANCH | Education & Humanities | SESSION | 01 |
| TIME | 03 HOURS | MAX. MARKS | 100 |
| PROGRAM | B Ed | CREDITS | 04 |
| NAME OF FACULTY | Dr Ritu Sharma | NAME OF COURSE COORDINATOR | Dr Ritu Sharma |

Note: (All questions in Section A are compulsory,
Attempt any 4 questions from Section B
Attempt any 3 from Section C
Attempt any 3 from section D)

| Q.NO. | QUESTIONS | MAR KS | CO ADDRESS ED | BLOO M'S LEVEL | PI |
|--------|--|--------|---------------|----------------|----|
| PART-A | 1(A) Discuss the role of teacher in dealing with multilingualism in the classroom. | 2 | CO1 | BT2 | |
| | 1(B) Share the important points to be included in observation in the classroom. | 2 | CO4 | BT3 | |

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|--------|------|---|---|-----|-----|--|
| | 1(C) | Discuss reflective journal as a means of studying behaviour of adolescents. | 2 | CO3 | BT2 | |
| | 1(D) | Give two causes of stress among adolescents today. | 2 | CO3 | BT2 | |
| | 1(E) | Explain any two parenting styles seen now-a-days. | 2 | CO1 | BT2 | |
| | 1(F) | Growth and development are one and the same thing. True or false. Give reason for your answer. | 2 | CO3 | BT2 | |
| | 1(G) | Nature and nurture play equal role in the development of the child. Comment. | 2 | CO4 | BT3 | |
| | 1(H) | Which of the following is not aspect of child abuse? i) Physical ii) mental iii) sexual iv) financial | 2 | CO3 | BT3 | |
| | 1(I) | Analyze the role of peer group in socialization of a child. | 2 | CO3 | BT5 | |
| | 1(J) | Justify the role of teachers in proper child development. | 2 | CO3 | BT4 | |
| PART-B | 2(A) | Discuss the role of heredity and environment in the growth and development of a child. | 5 | CO1 | BT2 | |
| | 2(B) | Analyze and comment which technique can be best used to study adolescents. | 5 | CO3 | BT4 | |
| | 2(C) | Bring out the role of parents in taking care of emotional problems among children. | 5 | CO1 | BT4 | |
| | 2(D) | Discuss the major aspects of the theory of development as given | 5 | CO5 | BT5 | |

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| | | by Kohlberg. | | | | |
| | 2(E) | Discuss the theory and its educational implications of the theory of cognitive development given by Piaget. | 5 | CO4 | BT5 | |
| PART-C | 3(A) | Write an elaborate note on Gardner's theory of multiple intelligence and its educational implications with illustrations. | 10 | CO3 | BT5 | |
| | 3(B) | Elaborate on the various parenting styles. Which one according to you is the best one and why. | 10 | CO4 | BT1 + BT4 | |
| | 3(C) | Discuss the role of the teacher catering to individual differences in the classroom. | 10 | CO3 | BT3 | |
| | 3(D) | Discuss any five individual differences with illustrations the social environment around you. | 10 | CO3 | BT2 | |
| | 3(E) | What according to you is the cause of value erosion among children. How can society take care of this issue? | 10 | CO4 | BT3 + BT4 | |
| | | | | | | |
| PART-D | 4(A) | Examine the implications of multi-cultural psychology on learning and teaching | 10 | CO5 | BT1 + BT3 | |
| | 4(B) | Name four factors leading to multiple childhoods. Discuss any two in brief. | 10 | CO4 | BT4 | |
| | 4(C) | "Media had a strong impact on adolescents" Justify the statement in light of present social conditions. | 10 | CO4 | BT4 | |
| | 4(D) | You are the teacher of Class 10, how will you help a child facing some emotional disturbance due to some abuse faced at home? | 10 | CO3 | BT2 | |



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SCHOOL OF EDUCATION & HUMANITIES
"T3 Examination, Jan-2023"

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|-----------------|--------------------------------------|----------------------------|-----------------------|
| SEMESTER | I | DATE OF EXAM | 18/01/2023 |
| SUBJECT NAME | Assessment & Identification of Needs | SUBJECT CODE | EDH150-T |
| BRANCH | Education | SESSION | 1 |
| TIME | 09.00-12.00 | MAX. MARKS | 100 |
| PROGRAM | B. Ed. Special Education | CREDITS | 4 |
| NAME OF FACULTY | Chandra Prakash Singh | NAME OF COURSE COORDINATOR | Chandra Prakash Singh |

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 3 marks.

Part B: All questions are compulsory. Questions will be of descriptive type. Each question will be of 5 marks.

Part C: Attempt any four questions. Questions will be of descriptive type. Each question will be of 10 marks.

Part D: Attempt any two questions. Questions will be of descriptive type. Each question will be of 15 marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | 1(A) Discuss the significance of the term "Word Blindness" wrt Learning Disability. | 3 | C01 | L2 | |
| | 1(B) Reflect upon the definition of Learning Disability given in RPWD Act 2016. | 3 | C01 | L3 | |
| | 1(C) How Finger Sequential Movement and Orthographic Coding? | 3 | C01 | L3 | |
| | 1(D) List down the differences between Ideational & Ideomotor Dyspraxia. | 3 | C01 | L2 | |
| | 1(E) Differentiate between NRT & CRT . Explain with appropriate example. | 3 | C03 | L3 | |
| PA | 2(A) Associated condition is different from | 5 | C02 | L3 | |

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|-----------------------------------|------|--|----|-----|----|--|
| RT -B | | Multiple Disability. Justify the statement with appropriate examples. | | | | |
| | 2(B) | Discuss assessment & its classification. | 5 | C02 | L2 | |
| | 2(C) | How GLAD can be used as a diagnostic tool for SLD? | 5 | C02 | L3 | |
| P A R T- C | 3(A) | Write short note on any two: <ul style="list-style-type: none"> Portfolio Assessment TMT Anecdotal Records | 10 | C03 | L2 | |
| | 3(B) | Define Least Restrictive Environment. Critically analyze the role of RTI model in IEP. | 10 | C03 | L5 | |
| | 3(C) | Discuss implications of differential diagnosis. Based upon your observation, critically evaluate the types of dyspraxia and their informal assessment. | 10 | C04 | L5 | |
| | 3(D) | A student often makes mistakes in drawing shapes, identify the type of dyscalculia, how it is different from inattention. List down the strategies to develop the skill area. | 10 | C05 | L4 | |
| | 3(E) | Despite having proper hearing, a child often miscommunicates while sharing the information received during telephonic conversation. Identify the perceptual problem and list down the strategies to improve the condition. | 10 | C05 | L4 | |
| P A R T- D | 4(A) | A student often copy STOP as POTS; NET as TEN from the board. Identify the error and the perceptual problem associated with this condition. Design an Intervention plan using EDL approach. | 15 | C04 | L6 | |
| | 4(B) | A Student from Grade IV often substitutes the words with easy and known words while SPEAKING. Identify the condition and design an intervention plan for the same. | 15 | C06 | L6 | |
| | 4(C) | Despite having proper hearing, a child often miscommunicates while sharing the information received during telephonic conversation. Identify the perceptual problem and design an intervention plan for the same. | 15 | C06 | L6 | |
| ***** END ***** | | | | | | |

Special Case



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SCHOOL OF EDUCATION & HUMANITIES
"End Term Examination, Jan-2023"
Set-A

[Signature]

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|------------------------|---------------------------------|-----------------------------------|------------------|
| SEMESTER | 1st | DATE OF EXAM | 20/01/2023 |
| SUBJECT NAME | Creating An Inclusive Classroom | SUBJECT CODE | EDH167B |
| BRANCH | Education & Humanities | SESSION | I |
| TIME | 3:00 Hrs. | MAX. MARKS | 100 |
| PROGRAM | B.Ed. & B.Ed. Special Education | CREDITS | 04 |
| NAME OF FACULTY | Sharv Datt Anand | NAME OF COURSE COORDINATOR | Sharv Datt Anand |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks).

Part B: Questions will be of 5 Marks All questions are compulsory

Part C: Questions will be of 10 Marks Answer any 4

Part D: Questions will be of 10 Marks Answer any 2

| Q.NO. | QUESTIONS | MAR KS | CO ADDRES SED | BLOO M'S LEVEL | PI |
|--------|--|-----------|---------------------|----------------------|----|
| PART-A | 1(A)) How Learning style contributes in the Diversity. | 2 | CO1 | BT1 | |
| | 1(B)) What do you understand by the term "Inclusion as a Universal Human Right"? Explain with example. | 2 | CO 1 | BT1 | |
| | 1(C)) Family Support and Involvement is the key for successful Inclusion. Justify this statement with an appropriate example. | 2 | CO 1 | BT2 | |
| | 1(D)) Define the Principles of Inclusion? | 2 | CO 4 | BT1 | |
| | 1(E)) Define PWD ACT 1995? | 2 | CO 4 | BT2 | |
| | 1(F)) Mention the characteristics of Inclusive Education? | 2 | CO 3 | BT1 | |
| | 1(G)) _____ new disabilities have been added in RPWD 2016. _____ is one of those disabilities. | 2 | CO1 | BT1 | |
| | 1(H)) _____ is a process of placing persons with disabilities in mainstream educational institutions, if the student can adjust to the requirements of such institutions and | 2 | CO 3 | BT1 | |

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|--------|-------|--|----|------|-----|--|
| | | _____ is a system where all children regardless of the special needs are placed in general education classes where they receive high quality instruction, interventions, and supports that enable them to maximize their potential | | | | |
| | 1(I) | _____ & _____ are two causes of Visual Impairment | 2 | CO 4 | BT1 | |
| | 1(J) | Explain the concept of Gifted Children? | 2 | CO 2 | BT1 | |
| PART-B | Q2(A) | Write a short note (A) Adaptations for children with special needs (B) UDL | 5 | CO 2 | BT2 | |
| | 2(B) | Define the term “Neuro Developmental.” Explain any one Neuro Developmental Disability | 5 | CO 3 | BT3 | |
| | Q3(A) | Critically Evaluate the NEP 2020? Keeping in mind the principles of Inclusive Education enlist the main features of NEP | 5 | CO5 | BT3 | |
| | 3(B) | Explain the Barriers in Inclusive Education | 5 | CO4 | BT2 | |
| PAR | Q4(A) | What do you understand by the term “Barrier Free”? | 10 | CO3 | BT3 | |

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|------|--|----|------|-----|--|
| | Discuss about the different types of Barriers you as a teacher will face in an inclusive classroom. | | | | |
| 4(B) | Discuss in detail about the Role of a teacher in an inclusive set up? How can you as a teacher in an inclusive setup make learning more meaningful. | 10 | CO 3 | BT4 | |
| 4(c) | Write your reflection on Right to Education Act-2009. Express your viewpoint on No Detention Policy with respect to Children with Special Needs. | 10 | CO5 | BT3 | |
| 4(d) | Explain the term Pedagogical strategies? Which Strategy will you as a teacher in an inclusive classroom would use in teaching with Children with Diversities | 10 | CO4 | BT4 | |
| 4(e) | Define the term support services? Construct a plan for a CWSN to make him comfortable in the school. | 10 | CO3 | BT6 | |
| 4(f) | Define in detail the principals of making learning meaningful? Devise a detailed plan | 10 | CO 3 | BT6 | |

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| | | based on Child centered learning. | | | | |
| PART-D | Q5(A) | Describe in detail the Concessions and Relaxations given to students with Special Needs | 10 | C05 | BT4 | |
| | Q5(B) | Define Differentiated Learning? Design a Differentiated worksheet for a Child with Difficulties | 10 | C04 | BT6 | |
| | Q5(C) | Explain in detail the concept of Case Study? Design a Case study for a Child With Learning Disabilities | 10 | C03 | BT6 | |
| ***** END ***** | | | | | | |

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SCHOOL OF EDUCATION & HUMANITIES
"End Term Examination, Jan-2023"
Set-A

2023

| | | | |
|-----------------|---------------------------------|----------------------------|------------------|
| SEMESTER | 1st | DATE OF EXAM | 20/01/2023 |
| SUBJECT NAME | Creating An Inclusive Classroom | SUBJECT CODE | EDH167B |
| BRANCH | Education & Humanities | SESSION | I |
| TIME | 3:00 Hrs. | MAX. MARKS | 100 |
| PROGRAM | B.Ed. & B.Ed. Special Education | CREDITS | 04 |
| NAME OF FACULTY | Sharv Datt Anand | NAME OF COURSE COORDINATOR | Sharv Datt Anand |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks).

Part B: Questions will be of 5 Marks All questions are compulsory

Part C: Questions will be of 10 Marks Answer any 4

Part D: Questions will be of 10 Marks Answer any 2

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) How Learning style contributes in the Diversity. | 2 | CO1 | BT1 | |
| | 1(B) What do you understand by the term "Inclusion as a Universal Human Right"? Explain with example. | 2 | CO 1 | BT1 | |
| | 1(C) Family Support and Involvement is the key for successful Inclusion. Justify this statement with an appropriate example. | 2 | CO 1 | BT2 | |
| | 1(D) Define the Principles of Inclusion? | 2 | CO 4 | BT1 | |
| | 1(E) Define PWD ACT 1995? | 2 | CO 4 | BT2 | |
| | 1(F) Mention the characteristics of Inclusive Education? | 2 | CO 3 | BT1 | |
| | 1(G) _____ new disabilities have been added in RPWD 2016. _____ is one of those disabilities. | 2 | CO1 | BT1 | |
| | 1(H) _____ is a process of placing persons with disabilities in mainstream educational institutions, if the student can adjust to the requirements of such institutions and _____ is a system where all children regardless of the special needs are placed in general education classes where they receive high quality instruction, interventions, and | 2 | CO 3 | BT1 | |

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|-----------------|-------|--|----|------|-----|--|
| | | supports that enable them to maximize their potential | | | | |
| | 1(I) | _____ & _____ are two causes of Visual Impairment | 2 | CO 4 | BT1 | |
| | 1(J) | Explain the concept of Gifted Children? | 2 | CO 2 | BT1 | |
| PART-B | Q2(A) | Write a short note (A) Adaptations for children with special needs (B) UDL | 5 | CO 2 | BT2 | |
| | 2(B) | Define the term "Neuro Developmental." Explain any one Neuro Developmental Disability | 5 | CO 3 | BT3 | |
| | Q3(A) | Critically Evaluate the NEP 2020? Keeping in mind the principles of Inclusive Education enlist the main features of NEP | 5 | CO5 | BT3 | |
| | 3(B) | Explain the Barriers in Inclusive Education | 5 | CO4 | BT2 | |
| PART-C | Q4(A) | What do you understand by the term "Barrier Free"? Discuss about the different types of Barriers you as a teacher will face in an inclusive classroom. | 10 | CO3 | BT3 | |
| | 4(B) | Discuss in detail about the Role of a teacher in an inclusive set up? How can you as a teacher in an inclusive setup make learning more meaningful. | 10 | CO 3 | BT4 | |
| | 4(C) | Write your reflection on Right to Education Act-2009. Express your viewpoint on No Detention Policy with respect to Children with Special Needs. | 10 | CO5 | BT3 | |
| | 4(d) | Explain the term Pedagogical strategies? Which Strategy will you as a teacher in an inclusive classroom would use in teaching with Children with Diversities | 10 | CO4 | BT4 | |
| | 4(e) | Define the term support services? Construct a plan for a CWSN to make him comfortable in the school. | 10 | CO3 | BT6 | |
| | 4(f) | Define in detail the principals of making learning meaningful? Devise a detailed plan based on Child centered learning. | 10 | CO 3 | BT6 | |
| PART-D | Q5(A) | Describe in detail the Concessions and Relaxations given to students with Special Needs | 10 | CO5 | BT4 | |
| | 5(B) | Define Differentiated Learning? Design a Differentiated worksheet for a Child with Difficulties | 10 | CO4 | BT6 | |
| | 5(C) | Explain in detail the concept of Case Study? Design a Case study for a Child With Learning Disabilities | 10 | CO3 | BT6 | |
| ***** END ***** | | | | | | |

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SCHOOL OF EDUCATION & HUMANITIES

"T3 Examination, Jan-2023"

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|-----------------|---|----------------------------|-----------------------|
| SEMESTER | I | DATE OF EXAM | 21/01/2023 |
| SUBJECT NAME | INTRODUCTION TO SENSORY DISABILITIES (VI, HI, DEAF-BLIND) | SUBJECT CODE | EDS151 |
| BRANCH | Education | SESSION | 1 |
| TIME | 09.00-10.30 | MAX. MARKS | 50 |
| PROGRAM | B. Ed. Special Education | CREDITS | 2 |
| NAME OF FACULTY | Chandra Prakash Singh | NAME OF COURSE COORDINATOR | Chandra Prakash Singh |

Note: Part A: All questions are compulsory. Questions will be of descriptive type. Each question will be of 5 marks.

Part B: Attempt any two questions. Questions will be of descriptive type. Each question will be of 10 marks.

Part C: Attempt any one question. Questions will be of descriptive type. Question will be of 15 marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|----------|--|-------|--------------|---------------|----|
| PART - A | 1(A) Explain the process of hearing & types of Hearing Loss. | 5 | C01 | L2 | |
| | 1(B) How Refractive Error contribute in learning difficulties. | 5 | C02 | L2 | |
| | 1(C) Explain Deaf blindness & its classification in detail. | 5 | C03 | L2 | |
| PART - B | 2(A) Define AAC. Critically evaluate its role for children with hearing impairment. | 10 | C04 | L5 | |
| | 2(B) Critically evaluate the role of ECC for children with visual impairment. | 10 | C03 | L5 | |
| | 2(C) Critically analyze the role Accommodation & Modification. How CBSE guidelines facilitates | 10 | C01 C02 | L3 | |

| | | | | | | |
|-----------------------------------|------|---|----|-----|----|--|
| | | Children with VI, HI & Deaf blindness in an inclusive setup | | C03 | | |
| P A R T- C | 3(A) | A student often reads the book from a very close distance. Define the problem and the Design an Intervention plan for the same. | 15 | C02 | L6 | |
| | 3(B) | A Student doesn't respond to auditory stimulus. Define the condition and design an intervention plan for the same. | 15 | C01 | L6 | |
| ***** END ***** | | | | | | |

SCHOOL OF EDUCATION & HUMANITIES

"End-Term Examination, January-2023"

Set-B

2023

| | | | |
|-----------------|--|----------------------------|-------------|
| SEMESTER | I | DATE OF EXAM | 23/01/2023 |
| SUBJECT NAME | Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD) | SUBJECT CODE | EDS153 |
| BRANCH | Education | SESSION | 1 |
| TIME | 1.5 Hour | MAX. MARKS | 50 |
| PROGRAM | B.Ed. Special Education | CREDITS | 2 |
| NAME OF FACULTY | Sharv Anand | NAME OF COURSE COORDINATOR | Sharv Anand |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks).

Part B: Questions will be of descriptive type. Each question will be of (5 Marks). Attempt any Four questions.

Part C: Questions will be of descriptive type. Each question will be of (10 Marks). Attempt any two questions.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|---|-------|--------------|---------------|----|
| PART-A | 1(A) What do understand by the term Gait? Suggest some activities to improvise the same. | 2 | CO 1 | L2 | |
| | 1(B) Children with cerebral palsy often reflect poor handwriting, which grasp is involved and how it can be improvised? | 2 | CO 1 | L3 | |
| | 1(C) Explain Individualized Educational Plan and its steps with proper example. | 2 | CO 4 | L2 | |
| | 1(D) Elaborate the term amputees. Which device will facilitate the functioning of person with amputees and how? | 2 | CO 4 | L3 | |

| | | | | | | |
|-----------------|------|---|----|------|----|--|
| | 1(E) | Define the term Splint. Explain any two splints using Diagram. | 2 | CO 3 | L4 | |
| PART-B | Q2 | Elaborate the concept of Polio and its types. Being a special educator how you will ensure accessibility for children with Polio in your classroom? | 5 | CO2 | L3 | |
| | Q3 | Discuss the characteristics of Multiple Sclerosis. Why it is considered as autoimmune disease? | 5 | CO 3 | L3 | |
| | Q4 | Define the Term Assistive Device. Discuss various assistive devices for different locomotor disabilities. | 5 | CO 4 | L2 | |
| | Q5 | Explain the importance of Creating Prosthetic Environment in School and Home? | 5 | CO 4 | L2 | |
| | Q6 | Bring out the role of parents in taking care of problems among children locomotor disabilities? | 5 | CO1 | L4 | |
| PART-C | Q7 | Discuss the term Cerebral Palsy and its classification. Design the adaptations to accommodate children with cerebral palsy having various clinical features. | 10 | CO 1 | L6 | |
| | Q8 | How spina bifida is different from muscular dystrophy? Critically analyze the accommodations for both the disabilities. | 10 | CO 2 | L4 | |
| | Q9 | Teaching children with multiple disabilities in an inclusive classroom is a major challenge. Justify this statement and support your answer with various combinations of multiple disabilities. | 10 | CO 3 | L5 | |
| ***** END ***** | | | | | | |

DEPARTMENT OF EDUCATION & HUMANITIES
"T3 Examination, Dec-2022"

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| | | | |
|-----------------|--------------------------------------|----------------------------|-----------------------|
| SEMESTER | III | DATE OF EXAM | 09/12/2022 |
| SUBJECT NAME | Intervention and Teaching Strategies | SUBJECT CODE | EDH240-T |
| BRANCH | Education | SESSION | 1 |
| TIME | 09.00-12.00 | MAX. MARKS | 80 |
| PROGRAM | B. Ed. Special Education | CREDITS | 4 |
| NAME OF FACULTY | Chandra Prakash Singh | NAME OF COURSE COORDINATOR | Chandra Prakash Singh |

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part C: Attempt any three questions. Questions will be of descriptive type. Each question will be of 10 marks.

Part D: Attempt any three questions. Questions will be of descriptive type. Each question will be of 10 marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | 1(A) Discuss the scope of Error Analysis in curriculum planning. | 2 | CO1 | L2 | |
| | 1(B) How Diagnostic Prescriptive Teaching facilitates the holistic development of CWSN? | 2 | CO1 | L2 | |
| | 1(C) Explain the importance of response to intervention for children with SLD. | 2 | CO1 | L2 | |
| | 1(D) Illustrate the role of curriculum based assessment. | 2 | CO1 | L2 | |
| | 1(E) Discuss the steps of Individualized Educational Plan. | 2 | CO1 | L2 | |
| PART-B | 2(A) How VAKT approach can be used for improving writing? | 2 | CO2 | L3 | |
| | 2(B) Explain the concept of schema and its role in identification. | 2 | CO2 | L2 | |

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|------------------------|------|---|----|-----|----|--|
| | 2(C) | What do you understand by the term Auditory Closure? | 2 | C02 | L1 | |
| | 2(D) | Highlight the significance of Decision Making. | 2 | C02 | L2 | |
| | 2(E) | A child is facing difficulty in joint attention. Suggest some strategies for the same. | 2 | C02 | L3 | |
| PART-C | 3(A) | A student from grade 6 th often omits the word while reading. Discuss the Probable causes associated with this condition in detail and also suggest learning activities to overcome the problem. | 10 | C03 | L4 | |
| | 3(B) | Being a special educator you observed that while copying from the board, a child often transposes the words. Design an intervention plan with appropriate example. | 10 | C03 | L6 | |
| | 3(C) | During the error analysis you observed that a student often commits mistake in mathematical signs. Discuss the Probable causes associated with this condition in detail and also suggest learning activities to overcome the problem. | 10 | C04 | L4 | |
| | 3(D) | Being a special educator you observed that a student face difficulty in money transaction. Identify the type of Dyscalculia and Design an intervention plan with appropriate example. | 10 | C04 | L6 | |
| PART-D | 4(A) | Critically evaluate the significance of creative thinking. | 10 | C05 | L5 | |
| | 4(B) | Enlist the Life skills given by WHO, how these life skills contribute to successful adult independent living? | 10 | C05 | L3 | |
| | 4(C) | A child faces difficulty in word retrieval during communication. Identify the problem and design an intervention plan with appropriate example. | 10 | C06 | L6 | |
| | 4(D) | Discuss the concept of Study Skills. Design an Intervention Plan to develop the same. | 10 | C06 | L6 | |
| ***** END ***** | | | | | | |

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**MANAV RACHNA
UNIVERSITY**
Declared as State Private University vide Haryana Act 26 of 2014

SCHOOL OF EDUCATION AND HUMANITIES

"End-Term Examination, Dec-2022

Set-A"

Page 2

| | | | |
|-----------------|---------------------------------|----------------------------|----------------------|
| SEMESTER | III | DATE OF EXAM | 12.12.2022 |
| SUBJECT NAME | PSYCHO-SOCIAL AND FAMILY ISSUES | SUBJECT CODE | EDS244 |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM - 10.30AM | MAX. MARKS | 40 |
| PROGRAM | B.Ed. Special Education | CREDITS | 02 |
| NAME OF FACULTY | Mr. Sharv Datt Anand | NAME OF COURSE COORDINATOR | Mr. Sharv Datt Anand |

Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 5 marks.

Part C: Attempt any 2 out of 3 each question will be 5 marks.

Part D: Attempt any 1 question is of 10 marks.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | Q 1(a) Explain the psychosocial domains with reference to a CWLD? | 02 | CO1 | BT2 | |
| | Q 1(b) Discuss the Psycho-social characteristics of a CWLD giving appropriate examples? | 02 | CO1 | BT2 | |
| | Q 1(c) Signify the need of family counselling for a CWLD? | 02 | CO2 | BT2 | |
| | Q 1(d) What do you understand by family structure mention its functioning? | 02 | CO2 | BT1 | |
| | Q 1(e) Review manifestations of psychosocial behavior at home? | 02 | CO2 | BT2 | |
| PART-B | Q 2 Define Self-Advocacy? Examine the ways in which you as a special educator will ensure self-Advocacy. | 05 | CO3 | BT4 | |
| | Q 3 Examine the concept of Self-Help Groups giving examples? | 05 | CO3 | BT4 | |

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|--------|-----|--|----|-----|-----|--|
| | Q4 | Analyze the concept of Legal provisions? Which provisions will be good for CWSNs | 05 | CO4 | BT4 | |
| | | | | | | |
| PART-C | Q5 | Examine the concept of social skill training? Create a plan for enhancing social skill training. | 5 | CO5 | BT5 | |
| | Q6 | Evaluate the concept of Parent Associations. Prepare a list of criteria's you would consider for parent associations? | 5 | CO5 | BT6 | |
| | Q7 | Critically Evaluate Resource management? How would you plan management of resources? | 5 | CO5 | BT5 | |
| | Q8 | Examine the concept of social-emotional wellbeing? Construct a plan for a CWLD and his/her family. | 5 | CO5 | BT6 | |
| PART-D | Q9 | Do you think for successful inclusion family support is important? Evaluate the importance of empowering parents for a CWLD. | 10 | CO5 | BT5 | |
| | Q10 | Keeping in Consideration, the process of inclusion in mind create a Strategic plan for developing a positive self-concept | 10 | CO6 | BT6 | |

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SCHOOL OF EDUCATION AND HUMANITIES

"End-Semester Examination, Dec-2022"

Rachna

| | | | |
|-----------------|---------------------------|----------------------------|----------------------|
| SEMESTER | III | DATE OF EXAM | 14.12.2022 |
| SUBJECT NAME | TECHNOLOGY AND DISABILITY | SUBJECT CODE | EDH241-7 |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.Ed. Special Education | CREDITS | 04 |
| NAME OF FACULTY | Mr. Sharv Datt Anand | NAME OF COURSE COORDINATOR | Mr. Sharv Datt Anand |

Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 5 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|---|-------|--------------|---------------|----|
| PART-A | 1(a) Explain the nature of technology with reference to a CWLD? | 02 | CO1 | BT2 | |
| | 1(b) Discuss the scope classroom expression in terms of technology giving appropriate examples? | 02 | CO1 | BT2 | |
| | 1(c) Signify the learning needs of CWLDs technology in communication? | 02 | CO1 | BT2 | |
| | 1(d) What do you understand by auditory presentation? Explain any 2 types | 02 | CO2 | BT1 | |
| | 1(e) Review Technology integration in the curriculum? | 02 | CO2 | BT2 | |
| PART-B | 2(a) Define Classroom engagement? Examine the ways in which you as a special educator will ensure classroom engagement. | 05 | CO3 | BT4 | |

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|--------|------|--|----|-----|-----|--|
| | 2(b) | Differentiate between No tech, low tech and high-tech giving examples? | 05 | C03 | BT4 | |
| | 2(c) | Analyze the concept of drill & Simulations? Which will be a good choice for a teaching a CWLD? | 05 | C04 | BT4 | |
| PART-C | Q3 | Examine the learning needs of CWLD? Create a plan for enhancing Reading and Listening. | 10 | C05 | BT5 | |
| | Q4 | Evaluate the concept of "Consideration for selection of tools in an inclusive class." Prepare a list of criteria's you would consider while selecting tools? | 10 | C05 | BT6 | |
| | Q5 | Critically Evaluate the use of games and electronic software's while teaching in an inclusive classroom? | 10 | C05 | BT5 | |
| | Q6 | Examine the concept of digital migrants? Construct a teaching plan for a child whose family background is of digital migrants. | 10 | C05 | BT6 | |
| PART-D | Q7 | Do you think for successful inclusion technology is important? Evaluate the importance of technology in terms of CWLDs | 10 | C05 | BT5 | |
| | Q8 | Keeping the Consideration for selection of tools in mind create a teaching plan for a Child with Dyslexia? | 10 | C06 | BT6 | |
| | Q9 | Evaluate the Role & Use of AT for children with Dyscalculia? How as a special educator would you help in implementation of assistive technology in inclusive classrooms? | 10 | C05 | BT4 | |
| | Q10 | Explain in detail visual form of presentation? How as a special educator would you use visual presentation to teach a CWLD? | 10 | C06 | BT5 | |

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SCHOOL OF EDUCATION AND HUMANITIES

END TERM EXAMINATION, JANUARY 2022

| | | | |
|------------------|---------------------------------------|--------------------|-------------|
| SEMESTER | 01 English-I | DATE OF EXAM | 13/01/2023 |
| SUBJECT NAME | An Introduction to English Literature | SUBJECT CODE | EDH118B - T |
| BRANCH | EDU | SESSION | I |
| TIME | 3 HRS | MAX. MARKS | 100 |
| PROGRAM | BA-BEd | CREDITS | 4 |
| NAMES OF FACULTY | Dr Akhilesh | COURSE COORDINATOR | Dr Akhilesh |

Note: Attempt all the questions from part A and part B & any three questions from part C.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL |
|--------|---|-------|--------------|---------------|
| PART-A | 1(a) Elaborate ballad with example. | 5 | CO4 | BT-4 |
| | 1(b) Differentiate fiction & non-fiction with examples. | 5 | CO4 | BT-4 |
| | 1(c) Elaborate the importance of plot in literature with example. | 5 | CO5 | BT-2 & BT-4 |
| | 1(d) What do you mean by rhythm? Explain their types with example. | 5 | CO5 | BT-2 |
| | 1(e) Discuss the importance of French & Latin languages in the development of English literature. | 5 | CO1 | BT-2 |
| PART-B | 2 Elaborate Literature as a change agent, with example. | 10 | CO2 | BT-4 |
| | 3 Explain the characteristics of Elizabethan literature. | 10 | CO3 | BT-2 |
| | 4 Explain various techniques used for critical appreciation of poetry with appropriate example. | 10 | CO5 | BT-2 |
| PART-C | 5 "A drama is a type of literature that is written for the purpose of being performed in front of an audience," justify the statement. Explain its types as well. | 15 | CO4 | BT-5 |

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|---|---|----|-----|------|
| 6 | Elaborate the importance of non-fiction in literature. Discuss its type as well. | 15 | CO4 | BT-3 |
| 7 | "Plot, character, diction, stage, setting are the key to elaborate any piece of literature," explain it through example. | 15 | CO5 | BT-4 |
| 8 | "A literary device is a tool used by writers to hint at larger themes, ideas, and meaning in a story or piece of writing," elaborate the statement with appropriate examples. | 15 | CO5 | BT-2 |

School OF EDUCATION AND HUMANITIES
"End Term Examination, January 2023"

| | | | |
|-----------------|--|----------------------------|---------------|
| SEMESTER | 1 | DATE OF EXAM | 16.1.2023 |
| SUBJECT NAME | <i>Political Science</i> Introduction to Political Theory | SUBJECT CODE | EDH-1208-T |
| BRANCH | B.A.B.Ed | SESSION | Morning |
| TIME | 3 Hours | MAX. MARKS | 100 |
| PROGRAM | B.A.B.Ed | CREDITS | 4 |
| NAME OF FACULTY | R K SANAYAIMA | NAME OF COURSE COORDINATOR | R K SANAYAIMA |

Note: PART A: Attempt all the questions in Part A (Each question carry 5 marks).

PART B: Attempt any 7 questions out of the 8 questions (Each question carry 10 marks)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|---|-------|--------------|---------------|----|
| PART-A | 1(A) Reflect on the important of studying political theory as an academic discipline? | 5 | CO1 | BT 2 | |
| | 1(B) What is your basic understanding of Law. Compare and contrast the idea of Natural Law and Positive Law? | 5 | CO2 | BT 4 | |
| | 1(C) Liberalism appeared in the Age of Enlightenment as a separate political movement and spread among western economists and philosophers. It challenged the existing practice of hereditary privilege, absolute monarchy, state creed, and the Divine Right of Kings. In light of the given expression Briefly Discuss the Political and Economic Aspects of Liberalism ? | 5 | CO2 | BT 3 | |
| | 1(D) Summarise the Retributive and restorative concept of Justice? | 5 | CO5 | BT 4 | |
| | 1(E) Discuss in short, the four essentials element of State? | 5 | CO3 | BT | |
| | 1(f) Elaborate on at least two characteristics of Sovereignty? | 5 | CO4 | BT4 | |
| PART-B | 2 Critically examine the key characteristics of | 10 | CO5 | BT 4 | |

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|--------|-----------------|---|----|-----|------|--|
| PART-B | Q2 | Equality? | | | | |
| | Q3 | "Black people in the United States have the same rights as white people. At one time they could not enjoy all the legal rights, including voting, the use of public transportation, and the right to participate in public elections" Based on the given statement with regard to the conceptualization of the idea of Equality, Discuss in length the idea and issue of Social Equality? | 10 | CO5 | BT 2 | |
| | Q4 | Evaluate a comparative assessment between the Matriarchal theory and the Force Theory of the Origin of the State? | 10 | CO3 | BT 4 | |
| | Q5 | Define justice in your own understanding. Discuss economic justice? | 10 | CO5 | BT 2 | |
| | Q6 | Highlight the concept and practices of the welfare State. Illustrate the evolution of Welfare State? | 10 | CO6 | BT 2 | |
| | Q7 | Describe Civil society. Evaluate some of the key functions of Non-Governmental Organisation? | 10 | CO6 | BT 5 | |
| | Q8 | How is the idea of Distributive justice differ from Procedural justice? | 10 | CO5 | BT 4 | |
| | Q9 | Discuss the key functions of Welfare State? | 10 | CO6 | BT 2 | |
| | ***** END ***** | | | | | |



**MANAV RACHNA
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

DEPARTMENT OF EDUCATION AND HUMANITIES

"T3 Examination, Jan-2023"

Dr. J.

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|--------------------|--|-------------------------------|-----------------|
| SEMESTER | 1 | DATE OF EXAM | 16.01.2023 |
| SUBJECT NAME | <i>Economics</i> Theory and Application of Microeconomics-I (SETB) | SUBJECT CODE | EDH119-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 100 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Ms. Kriti Dagar | NAME OF COURSE COORDINATOR | Ms. Kriti Dagar |

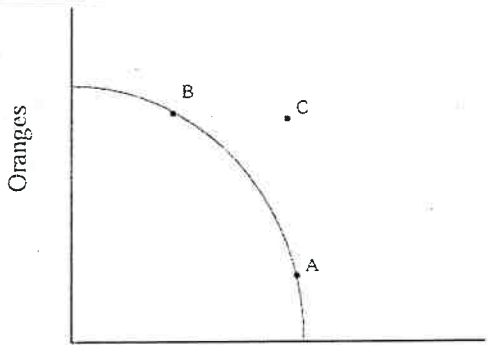
Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 10 marks.

Part C: Attempt all questions. Each question will be of 10 marks.

Part D: Attempt all questions. Each question will be of 10 marks

Simple Calculators are allowed.

| Q.NO. | QUESTIONS | MARKS | - CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------------------|---|-------|-------------------|------------------|----|
| PAR T-A | 1 a. Differentiate between explicit and implicit costs. | 02 | CO1 | BT1 | |
| | 1 b. True or False: As the price of apples rises, the demand for apples falls, ceteris paribus. | 02 | CO1 | BT1 | |
| | 1 c. What is the difference between a positive and a normative statement? | 02 | CO1 | BT2 | |
| | 1 d.  Which of the following statements is true? a. Point A is inefficient. b. Point B is inefficient. c. Point A is preferred to point B. | 02 | CO2 | BT2 | |

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|------------|------|--|----------|-----|------|--|
| | | d. Point B is preferred to point A. e. Point C cannot be attained with current technology. | | | | |
| | 1 e. | A U.S. car manufacturer has produced a lot of SUVs, but now is having difficulty selling them at the price it had intended to sell them for. The cars are sitting at the warehouse unsold. Is this market in equilibrium? Explain. | 02 | CO2 | BT2 | |
| PAR T-B | 2 a. | An exclusive pen manufacturer sells 4,000 pens per month at a price of Rs. 40 each. When the price is reduced to Rs. 30 sales increase to 6,000 pens per month. (a) Calculate the price elasticity of demand for the pens over this price range. (b) Is demand elastic, unit elastic or inelastic? | 05 | CO3 | BT3 | |
| | 2 b. | Explain why societies cannot make a choice above their production possibilities frontier and should not make a choice below it. | 05 | CO3 | BT4 | |
| | 2 c. | In an analysis of the market for paint, an economist discovers the facts listed below. State whether each of these changes will affect supply or demand, and in what direction. a. There have recently been some important cost-saving inventions in the technology for making paint. b. Paint is lasting longer, so that property owners need not repaint as often. c. Because of severe hailstorms, many people need to repaint now. d. The hailstorms damaged several factories that make paint, forcing them to close down for several months. | 05 | CO4 | BT4 | |
| PAR T-C | 3 | Katherine advertises to sell cookies for \$4 a dozen. She sells 50 dozen, and decides that she can charge more. She raises the price to \$6 a dozen and sells 40 dozen. (i) What is the elasticity of demand? (ii) Draw the curve for the elasticity of demand for Katherine clearly explaining the curve. | 10 (5+5) | CO4 | BT 4 | |
| | 4 | The table below shows the demand schedule for a good. Complete the | 10 | CO4 | BT6 | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|---|---|------------|-------|------------|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|-----|--|--|--|--|
| | | following table with the total expenditure and total cost. Calculate the profit and indicate the output at which the profit is maximum. <table><tr><td>Output</td><td>Price</td><td>Total Cost</td></tr><tr><td>1</td><td>50</td><td>25</td></tr><tr><td>2</td><td>40</td><td>35</td></tr><tr><td>3</td><td>30</td><td>40</td></tr><tr><td>4</td><td>25</td><td>52</td></tr><tr><td>5</td><td>20</td><td>80</td></tr><tr><td>6</td><td>16</td><td>98</td></tr><tr><td>7</td><td>13</td><td>102</td></tr></table> | Output | Price | Total Cost | 1 | 50 | 25 | 2 | 40 | 35 | 3 | 30 | 40 | 4 | 25 | 52 | 5 | 20 | 80 | 6 | 16 | 98 | 7 | 13 | 102 | | | | |
| | Output | Price | Total Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 50 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 40 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | 30 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 25 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 20 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 16 | 98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 13 | 102 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | State and explain with suitable diagrams the law of demand. What are the reasons for the downward slope of the demand? | 10 | CO4 | BT5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Explain in brief the factors affecting the elasticity of supply. | 10 | CO4 | BT4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Define the concept of economies of scale. Classify them into 'internal' and external' ones and enumerate their sources. | 10 | CO3 | BT5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Discuss the law of supply. Explain any five of its determinants. | 10 | CO4 | BT6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Explain the concept of giffen goods. How are these goods different from the inferior goods. | 10 | CO4 | BT4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Use the four-step process to analyze the impact of the advent of the iPod (or other portable digital music players) on the equilibrium price and quantity of the Sony Walkman (or another portable audio cassette players). | 10 | CO3 | BT3 | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| PAR T-D |
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SCHOOL OF EDUCATION AND HUMANITIES
End Term Examination, January -2023

Rachna

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|-----------------|---------------------------------------|----------------------------|-----------------------|
| SEMESTER | I Semester | DATE OF EXAM | 20.01.2023 |
| SUBJECT NAME | HISTORY-I:INDIAN HISTORY TILL 1206A.D | SUBJECT CODE | EDH117B-T |
| BRANCH | School of Education and Humanities | SESSION | Morning |
| TIME | 9am-12 pm | MAX. MARKS | 100 |
| PROGRAM | BA.BED | CREDITS | 4 credits |
| NAME OF FACULTY | Dr. Nibedita Hazarika | NAME OF COURSE COORDINATOR | Dr. Nibedita Hazarika |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks each).

Part B: Questions will be of descriptive type. Each question (5 Marks) Attempt ANY SIX

Part C: Questions will be of descriptive type. Each question (15 Marks) Attempt ANY FOUR

| Q.NO. | QUESTIONS | MARKS | CO ADDRESS ED | BLOOM'S LEVEL | PI |
|--------|--|-------|---------------|---------------|----|
| PART-A | 1(A) Discuss any two important literary sources for studying ancient Indian history | 2 | CO1 | BT2 | |
| | 1(B) Discuss the economy of the early vedic period. | 2 | CO1 | BT2 | |
| | 1(C) In which Buddhist council Ashoka was the patron? Briefly describe the Buddhist councils | 2 | C02 | BT2 | |
| | 1(D) Describe any two major sources of information for the Mauryan period | 2 | C03 | BT2 | |
| | 1(E) Write a note on Samudragupta | 2 | C04 | BT1 | |
| PART-B | Q2 Drainage system is considered to be the most important feature of Indus Valley civilization. Discuss the main features of the drainage system | 5 | CO1 | BT2 | |
| | Q3 Evaluate the teachings of Gautama Buddha | 5 | CO2 | BT4 | |

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|--------|-------|---|----|-----|-----|--|
| | Q4 | What are Tripitakas? Differentiate between the three Pitakas. | 5 | CO2 | BT3 | |
| | Q5 | Who were the Dhamma Mahamattas? Discuss their role. | 5 | CO3 | BT2 | |
| | Q6 | Discuss the relationship between Ashoka and Buddhism. | 5 | CO3 | BT2 | |
| | Q7 | Write short note on either (a) Gupta Art and Architecture (b) Chandela Art and Architecture | 5 | CO4 | BT1 | |
| | Q8 | Chandragupta II is considered as the greatest ruler of the Gupta dynasty. Elaborate | 5 | CO4 | BT3 | |
| PART-C | Q9(a) | Critically discuss the evolution of main teachings and philosophy of Vardhaman Mahaveera | 15 | CO2 | BT5 | |
| | Q9(b) | What do you understand by Dhamma? Critically evaluate the main teachings of Dhamma. | 15 | CO3 | BT5 | |
| | Q9(c) | Critically analyze the main features of the Mauryan state and administration | 15 | CO3 | BT5 | |
| | Q9(d) | The Gupta period is regarded as the Golden age in the field of art, literature and culture. Critically discuss. | 15 | CO4 | BT5 | |
| | Q9(e) | Critically evaluate the various theories related to the origin of the Rajputs. | 15 | CO4 | BT5 | |



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SCHOOL OF EDUCATION AND HUMANITIES
End Term Examination, December-2022

| | | | |
|-----------------|--|----------------------------|-----------------------|
| SEMESTER | 3 rd Semester | DATE OF EXAM | 12.12.2022 |
| SUBJECT NAME | History : Ancient Western Civilization | SUBJECT CODE | EDH 226 - T |
| BRANCH | Education | SESSION | Morning |
| TIME | 9AM-12 PM | MAX. MARKS | 80 |
| PROGRAM | BA.BED | CREDITS | 4 credits |
| NAME OF FACULTY | Dr. Nibedita Hazarika | NAME OF COURSE COORDINATOR | Dr. Nibedita Hazarika |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks each).

Part B: Questions will be of descriptive type. Each question (5 Marks) Attempt ANY SIX

Part C: Questions will be of descriptive type. Each question (10 Marks) Attempt ANY FOUR

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Oldowan is the oldest known paleolithic (early stone age) culture. Elaborate | 2 | C01 | BT3 | |
| | 1(B) Write a note on the Cuneiform writing of Mesopotamia | 2 | C02 | BT1 | |
| | 1(C) The geography and climate of ancient Mesopotamia region played a major role in the birth of civilization in the region. Do you agree? | 2 | C02 | BT3 | |
| | 1(D) What do you understand by Linear A and Linear B script? | 2 | CO3 | BT2 | |
| | 1(E) Who was Na-mer? How is he significant in Egyptian history? | 2 | CO4 | BT1 | |
| PART-B | Q2 Neolithic period marks the beginning of food production and domestication of animals. Discuss. | 5 | CO1 | BT2 | |
| | Q3 The temple was the nucleus around which the city states developed in Mesopotamia. Do you agree? | 5 | CO2 | BT3 | |

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|-----------------|--------|---|----|-----|-----|--|
| PART-C | Q4 | The most outstanding achievement of Uruk culture was the development of writing. Discuss the development of script in Mesopotamia. | 5 | C02 | BT2 | |
| | Q5 | Discuss the main features of the slave mode of production in ancient Greece. | 5 | CO3 | BT2 | |
| | Q6 | Greece had a peculiar form of slavery called 'Helotry' or 'Heloits'. Briefly discuss about them. | 5 | C03 | BT2 | |
| | Q7 | With the help of a sketch (map), describe the geographical features of Egypt. | 5 | CO4 | BT3 | |
| | Q8 | Write a note on the Hieroglyphic script that developed in Egypt. | 5 | CO4 | BT1 | |
| | Q9 (a) | The transition from Neolithic to bronze age civilization first took place in Mesopotamia. Analyse the architectural and scientific contribution of Mesopotamian Civilization. | 10 | CO2 | BT4 | |
| | Q9 (b) | Women formed the largest chunk of the workforce in Greece. Critically analyse the role and position of women in ancient Greece. | 10 | CO3 | BT5 | |
| | Q9 (c) | Critically evaluate the contribution of Ancient Greece to the development of philosophical thought. | 10 | CO3 | BT5 | |
| PART-C | Q9 (d) | The practice of constructing gigantic pyramids for the burial of the Pharaohs began in the Third century. Critically evaluate this statement | 10 | CO4 | BT5 | |
| | Q9 (e) | Critically analyse the factors responsible for the decline of the Egyptian civilization. | 10 | CO4 | BT5 | |
| ***** END ***** | | | | | | |

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SCHOOL OF EDUCATION AND HUMANITIES

PSC **End Term Examination, December-2022**

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|-----------------|---|----------------------------|-----------------------|
| SEMESTER | 3 rd Semester | DATE OF EXAM | 14.12.2022 |
| SUBJECT NAME | History: Indian History-1757A.D-1857A.D | SUBJECT CODE | EDH 210 |
| BRANCH | Education | SESSION | Morning |
| TIME | 9AM-12 PM | MAX. MARKS | 80 |
| PROGRAM | BA.BED | CREDITS | 4 credits |
| NAME OF FACULTY | Dr. Nibedita Hazarika | NAME OF COURSE COORDINATOR | Dr. Nibedita Hazarika |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks each).

Part B: Questions will be of descriptive type. Each question (5 Marks) Attempt ANY SIX

Part C: Questions will be of descriptive type. Each question (10 Marks) Attempt ANY FOUR

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|--|-------|--------------|---------------|----|
| PART-A | 1(A) The Carnatic Wars in India were a result of the hostile relations between Britain and France in the 18 th century Europe. Do you agree? | 2 | C01 | BT3 | |
| | 1(B) Discuss two characteristics which showed the process of transformation of Bengal from a Mughal Province into an autonomous state | 2 | C02 | BT2 | |
| | 1(C) The Battle of Plassey, 1757 was a watershed moment in the history of India. Do you agree? | 2 | C02 | BT3 | |
| | 1(D) Highlight the difference between Zamindari and Ryotwari system. | 2 | CO3 | BT3 | |
| | 1(E) What were the symbols used by revolutionaries during the Sepoy Mutiny 1857? | 2 | CO4 | BT1 | |
| PART-B | Q2 Historians have tried to explain the decline of the Mughal Empire through two broad approaches- the Mughal or Empire centric approach and Region centric approach. Discuss ANY ONE of the approach. | 5 | CO1 | BT2 | |

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|--------|-----|--|----|-----|-----|--|
| | Q3 | The Anglo- Maratha conflict and the successive battles proved to be fatal for the destiny of India. Elaborate | 5 | CO2 | BT3 | |
| | Q4 | The Treaty of Allahabad 1765 further strengthened the position of the East India Company in Bengal. Describe the events that led to the signing of this treaty. | 5 | CO2 | BT1 | |
| | Q5 | Discuss the characteristic features of the Regulating Act 1773. | 5 | CO3 | BT2 | |
| | Q6 | Lord William Bentinck (1828- 1835), the first governor general of India is credited for his reforms in educational, social and judicial sphere. Elaborate | 5 | CO3 | BT3 | |
| | Q7 | Write a short note on ANY ONE of the following – a) Rani Lakshmi Bai b) Kunwar Singh | 5 | CO4 | BT1 | |
| | Q8 | Discuss the characteristic features of the Doctrine of Lapse 1848. | 5 | CO4 | BT2 | |
| | Q9 | The British East India Company came to India purely for the purpose of trade but the political situation here provided them with opportunities of territorial conquest. Argue with examples. | 10 | CO2 | BT5 | |
| | Q10 | Critically analyze the following two land tenure systems- Mahalwari and Ryotwari system that developed during the rule of the East India Company | 10 | CO3 | BT5 | |
| PART-C | Q11 | The Permanent land settlement of Bengal proved disastrous for the cultivators in Bengal. Critically evaluate the statement. | 10 | CO3 | BT5 | |
| | Q12 | Critically analyse the various causes / factors responsible for the outbreak of the revolt of 1857. | 10 | CO4 | BT5 | |
| | Q13 | Imagine yourself to be one of the revolutionaries of the sepoy mutiny of 1857. Your parents stay in your native village and you want to tell them that you are joining the mutiny in Delhi. Draft a letter to them mentioning the same and the current situation around you. | 10 | CO4 | BT6 | |



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SET 'B'
SCHOOL OF EDUCATION & HUMANITIES
"End Term Examination, December-2022"

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|-----------------|---|----------------------------|------------------------|
| SEMESTER | III | DATE OF EXAM | 15.12.2022 |
| SUBJECT NAME | English : Romanticism and Victorian Period | SUBJECT CODE | EDH211-7 |
| BRANCH | B A B Ed | SESSION | I |
| TIME | 3 Hours | MAX. MARKS | 80 |
| PROGRAM | Education | CREDITS | 3 |
| NAME OF FACULTY | Dr Chhavi Kulshreshtha | NAME OF COURSE COORDINATOR | Dr Akhilesh/ Dr Chhavi |

Note: Part A and B: All questions are compulsory.

Part C: Attempt any four questions.

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Explain the intellectual limitations of Charles Lamb as portrayed in the opening paragraph of the essay 'The Old and The New Schoolmaster.' | 5 | C03 | L4 | |
| | 1(B) "The Romantic Age is often known as the 'Age of Revolutions' on account of the sweeping changes that were taking place during the late seventeenth and eighteenth century in the social, political, industrial and literary sphere." Comment on the statement in context to the salient features of Romantic Age. | 5 | C03 | L5 | |
| | 1(C) What according to Lamb is the impact of marriage on old friendship a bachelor's complaint of Behaviour of married people? | 5 | C03 | L2 | |

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|--------|------|---|----|-----|----|--|
| | 1(D) | One of the best-known martyrs in English history was Thomas Becket. Explain the historical connection with regard to his martyrdom. | 5 | C03 | L4 | |
| PART-B | Q2 | "Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her." It has been said that great novelists introduce the main themes of a book in the first sentence. What themes are suggested in the first sentence of Emma? What does it tell us about Emma Woodhouse? | 10 | C02 | L3 | |
| | Q3 | While listing the woman's physical attributes the poem 'She Walks in Beauty' also focuses on inner beauty. Is this the poet's way of stating that complete beauty is both within and without. Justify. | 10 | C02 | L5 | |
| PART-C | Q4 | Pen down the alternative ending to the play 'Becket.' | 10 | C03 | L5 | |
| | Q5 | Relate with the essay of Lamb and any of your personal encounter against the behaviour of the married people. Elaborate how far Charles Lamb is justified in penning down his experiences. | 10 | C03 | L5 | |
| | Q6 | Once Lamb fell in a very embarrassing situation during his journey from Bishopsgate to | 10 | C03 | L4 | |

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|-----------------|----|--|----|-----|----|--|
| | | Shacklewell by a coach sitting in a particular compartment where only two passengers including him were travelling. Discuss at length the experience of Lamb's journey. | | | | |
| | Q7 | "Boys are capital fellows in their own way, among their mates; but they are unwholesome companions for grown people. The restraint is felt no less on the one side, than on the other. -- Even a child, that "plaything for an hour," tires always." Explain the above lines with reference to context. | 10 | C03 | L2 | |
| | Q8 | Becket transformed himself from a lover of pleasure into a serious clergyman. Portray the character of Thomas Becket, the first protagonist of the play 'Becket.' | 10 | C03 | L6 | |
| ***** END ***** | | | | | | |



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SCHOOL OF EDUCATION AND HUMANITIES
End Term Examination, December-2022

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|-----------------|---|----------------------------|-----------------------|
| SEMESTER | 3 rd Semester | DATE OF EXAM | 17.12.2022 |
| SUBJECT NAME | History: Indian History-1757A.D-1857A.D | SUBJECT CODE | EDH 210 - 7 |
| BRANCH | Education | SESSION | Morning |
| TIME | 9AM-12 PM | MAX. MARKS | 80 |
| PROGRAM | BA.BED | CREDITS | 4 credits |
| NAME OF FACULTY | Dr. Nibedita Hazarika | NAME OF COURSE COORDINATOR | Dr. Nibedita Hazarika |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks each).

Part B: Questions will be of descriptive type. Each question (5 Marks) Attempt ANY SIX

Part C: Questions will be of descriptive type. Each question (10 Marks) Attempt ANY FOUR

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSE D | BLOO M'S LEVEL | PI |
|--------|--|-------|---------------------|----------------------|----|
| PART-A | 1(A) Discuss two factors responsible for the disintegration of the Mughal Empire. | 2 | C01 | BT2 | |
| | 1(B) The treachery of Mir Jafar turned the results of the battle of Plassey, 1757. Do you agree? | 2 | C02 | BT3 | |
| | 1(C) Who was Alivardi Khan? Mention one of his achievement. | 2 | C02 | BT1 | |
| | 1(D) State two reforms undertaken by Lord Cornwallis in India. | 2 | C03 | BT1 | |
| | 1(E) The immediate cause for the outbreak of sepoy mutiny was the use of greased cartridges. Elaborate | 2 | C04 | BT3 | |
| PART-B | Q2 The end of the Austrian war of Succession in Europe also ended the first Carnatic war in India. Discuss | 5 | C01 | BT2 | |
| | Q3 The crises in the Jagirdari system is also regarded as one of the factors of Mughal decline. Explain | 5 | C01 | BT2 | |

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|-----------------|-------|---|----|-----|-----|--|
| PART-C | Q4 | The Anglo- Maratha conflict and the successive battles proved to be fatal for the destiny of India. Elaborate | 5 | CO2 | BT3 | |
| | Q5 | Discuss the characteristic features of the Pitts India Act 1784 | 5 | CO3 | BT2 | |
| | Q6 | Discuss the development of the Mahalwari system of land tenure. | 5 | CO3 | BT2 | |
| | Q7 | Write a note on ANY ONE of the revolutionaries of the sepoy mutiny of 1857. | 5 | CO4 | BT1 | |
| | Q8 | Analysis any two reasons for the outbreak of the Sepoy Mutiny 1857. | 5 | CO4 | BT4 | |
| | Q9(a) | Critically analyse the after effects of the Battle of Buxar (1764) and how it changed the history of India. | 10 | CO2 | BT4 | |
| | Q9(b) | Critically analyze the features and the defects of the Regulating Act, 1773. | 10 | CO3 | BT5 | |
| | Q9(c) | Draw a map of India and highlight the places / provinces which came under the Zamindari, Ryotwari and Mahalwari settlement. Describe the Ryotwari settlement. | 10 | CO3 | BT6 | |
| | Q9(d) | Critically evaluate the impact of the sepoy mutiny of 1857. | 10 | CO4 | BT5 | |
| | Q9(e) | Critically analyse the causes which led to the failure of the Sepoy mutiny, 1857. | 10 | CO4 | BT5 | |
| ***** END ***** | | | | | | |

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SCHOOL OF EDUCATION AND HUMANITIES
"End-Term Examination, Dec-2022"

2022

| | | | |
|------------------------|---|-----------------------------------|------------------------|
| SEMESTER | 3 | DATE OF EXAM | 21.12.2022 |
| SUBJECT NAME | Theory and Application of Macroeconomics-I (SET B) | SUBJECT CODE | EDH212-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00 AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Ms. Kriti Dagar | NAME OF COURSE COORDINATOR | Ms. Kriti Dagar |

Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 5 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | M A R K S | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|--|-----------------------|-----------------|------------------|----|
| PART-A | 1 Define autonomous investment. | 02 | C01 | BT1 | |
| | 2 Outline Adam Smith's "Says law" of market equilibrium. | 02 | C01 | BT2 | |
| | 3 State any two assumptions of the classical theory of income and output | 02 | C01 | BT2 | |
| | 4 Recall the three fundamental problems of an economy | 02 | C02 | BT1 | |
| | 5 Illustrate the circular flow of income in a three-sector economy | 02 | C02 | BT2 | |
| PART-B | 6 Highlight the features of the Keynesian theory of income and employment. | 05 | C03 | BT4 | |
| | 7 Examine the factors influencing Marginal Propensity to Consume (MPC). | 05 | C03 | BT4 | |
| | 8 Discuss how money flows in an economy, clearly explaining the effect on the trade balance. | 05 | C04 | BT4 | |

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|--------|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|-----|-----|--|--|--|--|--|-----|-----|--|--|--|--|--|-----|-----|--|--|--|--|--|-----|-----|--|--|--|--|--|-----|-----|--|--|--|--|--|----|-----|-----|--|
| PART-C | 9 | Construct and explain the concept of the Paradox of thrift using a well-labeled graph. How can it be avoided? | 10 | CO5 | BT5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 | Construct the investment multiplier for an open economy. Also, list the leakages in the multiplier process. | 10 | CO5 | BT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 11 | Complete the following table: <table><tr><td>Y</td><td>C</td><td>S</td><td>APC</td><td>MPC</td><td>APS</td><td>MPS</td></tr><tr><td>100</td><td>150</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>200</td><td>175</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>300</td><td>200</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>400</td><td>225</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>500</td><td>250</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>600</td><td>300</td><td></td><td></td><td></td><td></td><td></td></tr></table> | Y | C | S | APC | MPC | APS | MPS | 100 | 150 | | | | | | 200 | 175 | | | | | | 300 | 200 | | | | | | 400 | 225 | | | | | | 500 | 250 | | | | | | 600 | 300 | | | | | | 10 | CO4 | BT4 | |
| | Y | C | S | APC | MPC | APS | MPS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 100 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 200 | 175 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 300 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 400 | 225 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 500 | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 600 | 300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Justify the equality of saving-investment and consumption-investment approaches. | 10 | CO5 | BT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PART-D | 13 | Examine the concept of effective demand and identify its features. | 10 | CO5 | BT3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 14 | Critically explain the drawbacks of the classical theory of income and employment to determine national income. | 10 | CO6 | BT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 15 | The following information is given for an economy: $C=80+0.8Y$ $I=80$ $G=60$ $T=60$ $X=20$ $M=0.2Y_d$ (i) Examine the national income for an open economy (ii) Calculate the MPS (iii) Express the circular flow of national income graphically | 10 | CO5 | BT4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 16 | Imagine you are a classical economist. Examine the two components of the theory and graphically show the effect of an increase in government expenditure on the total output. | 10 | CO6 | BT5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



DEPARTMENT OF EDUCATION AND HUMANITIES
"T3 Examination, DEC-2022"

Page 2

| | | | |
|-----------------|--|----------------------------|------------------|
| SEMESTER | 3 | DATE OF EXAM | 21.12.2022 |
| SUBJECT NAME | HISTORICAL AND CULTURAL BACKGROUND OF POLITICS | SUBJECT CODE | EDH 213-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Dr Arvinder Kaur | NAME OF COURSE COORDINATOR | Dr Arvinder Kaur |

Note: Part A: All questions are compulsory. Each question will be 5 Marks.

Part B: Attempt any 1 out of 2 each question will be 10 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | P1 |
|--------|---|-------|--------------|---------------|----|
| PART-A | Q 1(A) Define Political Parties and Party system in India | 05 | CO1 | BT1 | |
| | Q 1(B) What are various types of Constitutional Amendments? | 05 | CO1 | BT1 | |
| PART-B | Q 2(A) Compare the Parliamentary form of government of India and Presidential form of government of USA. | 10 | CO3 | BT4 | |
| | Q 2(B) Explain the Constitutional structure Executive, Legislative and Judiciary. | 10 | CO3 | BT2 | |
| PART-C | Q 3 Critically analyze the role of Interest groups and Pressure groups in Social movement | 10 | CO5 | BT4 | |
| | Q 4 Do you agree with the statement that the "One- Party system is better than the Multi-Party system" Support your answer with at least 3 suitable arguments | 10 | CO5 | BT4 | |
| | Q 5 Evaluate the roles and responsibilities of State Governments of India in today's scenario. | 10 | CO5 | BT5 | |

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|---------------|-----|---|----|-----|-----|--|
| | Q6 | Explain the roles and functions of Local self-government in India. | 10 | CO5 | BT2 | |
| PART-D | Q7 | Discuss the constitutional and legal safeguards in India with regard to Children. Do you think they are adequate? | 10 | CO5 | BT3 | |
| | Q8 | "The day a woman can walk freely on the roads at night, that day we can say that India has achieved independence". Justify the statement with special reference to Indian constitutional safeguards | 10 | CO6 | BT5 | |
| | Q9 | Highlight the best and appropriate rights which are framed by our Indian Constitution. Justify why they are appropriate according to you. | 10 | CO5 | BT4 | |
| | Q10 | If you have power to frame law, which law will you like to frame for SC's and ST's and why? Support your answer with the help of suitable examples. | 10 | CO6 | BT6 | |
| *****End***** | | | | | | |

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SCHOOL OF EDUCATION AND HUMANITIES
End Term Examination, December-2022

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| | | | |
|-----------------|---|----------------------------|-----------------------|
| SEMESTER | 5 th Semester | DATE OF EXAM | 13.12.2022 |
| SUBJECT NAME | History, Culture , State and Society of South India (1200-1800 A.D) | SUBJECT CODE | EDH 306 - T |
| BRANCH | Education | SESSION | Morning |
| TIME | 9AM-12 PM | MAX. MARKS | 80 |
| PROGRAM | BA.BED | CREDITS | 4 credits |
| NAME OF FACULTY | Dr. Nibedita Hazarika | NAME OF COURSE COORDINATOR | Dr. Nibedita Hazarika |

Note: Part A: All questions are compulsory. Questions will be of short answer type (2 Marks each).

Part B: Questions will be of descriptive type. Each question (5 Marks) Attempt ANY SIX

Part C: Questions will be of descriptive type. Each question (10 Marks) Attempt ANY FOUR

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Describe about the Aihole inscription of Pulakeshin II of Badami Chalukya dynasty | 2 | C01 | BT1 | |
| | 1(B) Who was Amoghavarsha? Discuss his important contribution. | 2 | C02 | BT2 | |
| | 1(C) Vikramaditya VI is considered to be one of the most famous ruler of the Chalukyas of Kalyani. Describe his achievements | 2 | C02 | BT1 | |
| | 1(D) Differentiate between Nagara and Dravidian style of architecture with examples | 2 | CO3 | BT4 | |
| | 1(E) Who was known as the Tiger of Mysore? Mention some of the innovations introduced by him. | 2 | CO4 | BT2 | |
| PART-B | Q2 Describe the relevance of archaeological sources for studying south Indian history | 5 | CO1 | BT1 | |
| | Q3 The battle of Talikota considered being a watershed battle in the history of Vijayanagara empire. Discuss | 5 | CO2 | BT2 | |

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|--------|-----------|---|----|-----|-----|--|
| | Q4 | Dantidurga is considered as the real founder of the Rashtrakuta Empire. Discuss some of his important contributions. | 5 | C02 | BT2 | |
| | Q5 | Why is Rajendra Chola also known as Gangaikonda Chola? Using an example discuss his achievements. | 5 | CO3 | BT2 | |
| | Q6 | Vishnuvardhana is considered as the greatest ruler of the Hoysala dynasty. Elaborate | 5 | C03 | BT3 | |
| | Q7 | Write a note on the achievements of Haider Ali | 5 | CO4 | BT1 | |
| | Q8 | Discuss the events leading to the Treaty of Madras. | 5 | CO4 | BT2 | |
| PART-C | Q9 (a) | Do you agree that Krishnadevaraya Raya is one of the greatest rulers of the Vijayanagara empire? If yes, highlight his important contribution | 10 | CO2 | BT5 | |
| | Q9 (b) | Religion and religious classes played an important role in the political, social and economic life of the Vijayanagar Empire. Critically evaluate | 10 | CO3 | BT5 | |
| | Q9 (c) | Critically evaluate the local administration that developed under the Cholas. | 10 | C03 | BT5 | |
| | Q9 (d) | Critically discuss the third and fourth Anglo-Mysore war and explain their significance in the context of Tipu Sultan | 10 | CO4 | BT5 | |
| | Q9 (e) | Critically discuss the role of Haider Ali in the development of the Mysore state | 10 | CO4 | BT5 | |

*****BND*****

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DEPARTMENT OF EDUCATION AND HUMANITIES

End Term Examination -B.A. B.Ed. Semester V, December, 2022

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|-----------------|----------------------------|----------------------------|------------------|
| SEMESTER | 5 | DATE OF EXAM | 15.12.2022 |
| SUBJECT NAME | Literary Criticism (Set-B) | SUBJECT CODE | EDH 317-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 9.00 a.m. – 12.00 p.m. | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Ms. Supriya Dang | NAME OF COURSE COORDINATOR | Ms. Supriya Dang |

Note: All questions are compulsory in all sections.

Part A: Each question (1-10) will be of 2 marks.

Part B: Each question will be 5 marks.

Part C: Attempt three questions out of Four. Each question will be of 10 marks.

| Q.NO. | QUESTIONS | MAR KS | CO ADDRESSE D | BLOOM'S LEVEL | P I |
|--------|---|-----------|---------------------|------------------|--------|
| PART-A | 1(a) Define the term Tragic Flaw. | 02 | CO1, CO2 | BT1 | |
| | (b) Define the subject matter of Wordsworth's poetry. | 02 | CO3 | BT1 | |
| | (c) Classify the six elements of Poetics. | 02 | CO1, CO2 | BT2 | |
| | (d) What is the concept of duty of criticism in the essay 'The Functions of Criticism' by Matthew Arnold? Discuss. | 02 | CO4 | BT2 | |
| | (e) Describe the language Wordsworth claims to have selected for his poems. | 02 | CO3 | BT2 | |
| | (f) Discuss the Emotion of Art according to T.S. Eliot in Tradition and Individual Talent. | 02 | CO5 | BT2 | |
| | (g) Compare the term disinterestedness and duty of criticism by Matthew Arnold in the essay The Functions of Criticism at Present Time. | 02 | CO4 | BT4 | |
| | (h) Define Tradition as a positive or negative term according to T.S. Eliot. | 02 | CO5 | BT1 | |
| | (i) Who is a tragic hero according to Aristotle? Define. | 02 | CO1, CO2 | BT2 | |
| | (j) Discuss the relationship between feeling and action in the poetry of Wordsworth. | 02 | CO3 | BT2 | |
| PART-B | 2(a) What is epic poetry? Discuss in detail its characteristics as defined by Aristotle. | 05 | CO1, CO2 | BT2 | |
| | 2(b) "Poetry is the spontaneous overflow of powerful feeling" Justify. | 05 | CO3 | BT5 | |
| | 2(c) What is the basic task of any critic according to Arnold? Discuss | 05 | CO4 | BT2 | |
| | 2(d) Discuss the role of tradition in the essay Tradition and Individual Talent. | 05 | CO5 | BT2 | |
| | 2(e) Compare the term Idea vs, Realty as discussed by Matthew Arnold. | 05 | CO4 | BT4 | |
| | 2(f) Critically evaluate the different stages of Wordsworth's theory of poetic creation. | 05 | CO3 | BT5 | |
| PART-C | 3 Critically examine the essay 'The Functions of Criticism' by Matthew Arnold. | 10 | CO4 | BT4 | |
| | 4 Critically evaluate the relationship between Tradition and Individual Talent by T.S. Eliot. | 10 | CO5 | BT5 | |
| | 5 When were Lyrical Ballads published? Critically examine the themes of Lyrical Ballads used by William Wordsworth. | 10 | CO3 | BT4 | |
| | 6 According to Aristotle, what are the main elements of a Tragedy? Explain in detail. | 10 | CO1, CO2 | BT2 | |

SCHOOL OF EDUCATION AND HUMANITIES

"T3 Examination July-Dec 2022"

SET B



| | | | |
|-----------------|----------------------------|----------------------------|-------------------------------------|
| SEMESTER | V | DATE OF EXAM | 17/12/22 |
| SUBJECT NAME | Pedagogy of Social Science | SUBJECT CODE | EDH 108-T |
| BRANCH | B. A B Ed | SESSION | Morning |
| TIME | 9.00 am-12.00 pm | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 3 |
| NAME OF FACULTY | Dr. Savita Sharma | NAME OF COURSE COORDINATOR | Dr. Rashee Singh/ Dr. Savita Sharma |

Note: PART A- Attempt all the questions in Part A (2 marks each)

PART B- Attempt any two questions out of three (5 marks each)

PART C- Attempt any three questions out of four (10 marks each)

PART D- Attempt any three questions out of four (10 marks each)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | Q.1(A) Discuss the importance of teaching Social Science in developing the critical thinking skills among the students. | 2 | CO1 | BT2 | |
| | Q.1(B) Examine the relationship between Social Science and Anthropology as specialized areas of knowledge. | 2 | CO1 | BT4 | |
| | Q.1(C) Explain two major recommendations highlighted in the National Curriculum Framework 2005 in the position paper for teaching of Social Science. | 2 | CO1 | BT2 | |
| | Q.1(D) Frame two objectives in the affective domain taking any topic of Political Science at Secondary Level. | 2 | CO1 | BT3 | |
| | Q.1(E) Distinguish between aims and objectives with reference to the pedagogical aspects concerning teaching learning process. | 2 | CO1 | BT4 | |

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|-----------------|---------|---|-----|-----|---------|
| PART-B | Q. 2(a) | Elaborate upon the importance of Excursion for the effective learning through constructivist approach. | 5 | CO2 | BT4 |
| | Q. 2(b) | Discuss core characteristics of Concept Attainment Model of learning. | 5 | CO3 | BT2 |
| | Q. 2(c) | Critically evaluate the importance of Universal Design for Learning (UDL) framework in catering to the diverse learning needs of children. | 5 | CO3 | BT5 |
| PART-C | Q.3 | How can action research improve the teaching learning process? Elaborate upon the kinds of problems a social science teacher can undertake for action research. | 5+5 | CO4 | BT4 |
| | Q.4 | Prepare a Macro lesson Plan on any topic of Social Science from secondary school curriculum. | 10 | CO4 | BT6 |
| | Q.5 | List down major micro teaching skills. Draw a micro teaching cycle and explain the core steps involved. | 2+8 | CO4 | BT1+BT6 |
| | Q.6 | What is reflection? Summarize the role of reflection in preparing a humane teacher. | 2+8 | CO4 | BT2+BT5 |
| PART-D | Q.7 | What is difficulty index with reference to Achievement test? Analyze the importance of achievement test report in making the evaluation process effective. | 2+8 | CO5 | BT2+BT5 |
| | Q.8 | Throw light on various ways, in which a social science teacher can use community as an important tool for student centered learning. Support your answer with real life practical strategies. | 10 | CO5 | BT4 |
| | Q.9 | 'Diagnostic testing is the need of the hour and can bring significant contribution in enhancing the learning outcomes of the students'. Justify with the help of relevant explanation. | 10 | CO5 | BT5 |
| | Q.10 | What is Dale's cone of experience? How can a teacher make use of various teaching learning materials in the Social Science Classroom to facilitate multi sensory learning experience? | 2+8 | CO5 | BT2+BT4 |
| ***** END ***** | | | | | |

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SET- A


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School OF EDUCATION AND HUMANITIES

"End Term Examination, December 2022"

| | | | |
|-----------------|---|----------------------------|---------------|
| SEMESTER | 5 | DATE OF EXAM | 19.12.2022 |
| SUBJECT NAME | <i>Political Science :</i> Political Thought | SUBJECT CODE | EDH 319- T |
| BRANCH | B.A.B.Ed | SESSION | Morning |
| TIME | 3 Hours | MAX. MARKS | 80 |
| PROGRAM | B.A.B.Ed | CREDITS | 4 |
| NAME OF FACULTY | R K SANAYAIMA | NAME OF COURSE COORDINATOR | R K SANAYAIMA |

Note: PART A: Attempt all the questions in Part A (Each question carry 5 marks).

PART B: Attempt any 5 questions out of the 7 questions (Each question carry 10 marks)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | Pf |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Reflect on the importance of studying Indian Political thought as an academic discipline ? | 5 | CO1 | BT 3 | |
| | 1(B) It is, in fact, difficult to understand ancient Indian political thought without prior knowledge about certain concepts of Dharma. Summarise your general understanding of Dharma ? | 5 | CO2 | BT 1 | |
| | 1(C) The theory of the Mandala is one of the most amazing ideas in ancient Indian statecraft. Answer the following questions on Mandala theory? 1. What is the original meaning of Mandala in Sanskrit? 2. Who propounded the theory of Mandala of Ancient India? 3. what are the basics idea/teaching of Mandala theory? | 5 | CO3 | BT 1 | |
| | 1(D) Compare and contrast the key difference between Moderates and Extremists during the Freedom Struggle? Name any one thinker for moderate and extremist ? | 5 | CO3 | BT 4 | |

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|------------------------|------|--|----|-----|------|--|
| PART-B | 1(E) | In the context of the renaissance, answer the three following questions? 1. What is Renaissance? 2. What was the approximate time period of its beginning in Europe? 3. Write a short note on the renaissance movement in the Indian context? | 5 | CO4 | BT 2 | |
| | 1(f) | Explain Gandhi's idea of Trusteeship ? | 5 | CO5 | BT4 | |
| | Q2 | Raja Ram Mohan Roy is widely acknowledged as 'the Father of Modern India, Modern Indian Liberal Tradition, Hindu Reformation and Renaissance, the Champion Of Women's Rights, 'the Pioneer' of Social and Political Reforms. In light of the set background discuss the reinterpretation of Hinduism by Raja Ram Mohan Roy ? | 10 | CO5 | BT 4 | |
| | Q3 | <i>Gandhi's conception is similar to Green's for both perceive actualization of an individual's potential within a societal framework. Like Green, Gandhi does not glorify the state. 'For both the aim was to make life morally meaningful for all people, and both viewed the community as held together not by compulsion but by the sense of a common interest of good'. Evaluate what is Swaraj to Gandhi?</i> | 10 | CO6 | BT 5 | |
| | Q4 | Examine various techniques of Gandhi's Satyagraha ? | 10 | CO5 | BT 3 | |
| | Q5 | Explain the main arguments of Lohia theory of History written in his book 'Wheel of History'? | 10 | CO6 | BT 5 | |
| | Q6 | In 1947, Ambedkar suggested that the Constitution of India should incorporate the principle of State Socialism. Interpret the meaning of State Socialism as prescribed by Ambedkar? | 10 | CO6 | BT 3 | |
| | Q7 | Describes the central purpose of Roy's Radical humanism? | 10 | CO5 | BT 3 | |
| | Q8 | Identify and discuss the seven revolutions set by Rammanohar Lohia as goals for future India? | 10 | CO6 | BT 2 | |
| ***** END ***** | | | | | | |

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SCHOOL OF EDUCATION AND HUMANITIES

"End Term Examination, Dec-2022"

Page 2

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|-----------------|---|----------------------------|-----------------|
| SEMESTER | 5 | DATE OF EXAM | 19.12.2022 |
| SUBJECT NAME | <i>Economics</i> International Economy (SET A) | SUBJECT CODE | EDH318-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 9:00am -12:00pm | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Ms. Kriti Dagar | NAME OF COURSE COORDINATOR | Ms. Kriti Dagar |

Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 5 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | Q 1(a) State any two features of International Trade. | 02 | C01 | BT1 | |
| | Q 1(b) Distinguish between absolute advantage and comparative advantage theory. | 02 | C01 | BT2 | |
| | Q 1(c) Explain the Heckscher-Ohlin theory of international trade | 02 | C01 | BT2 | |
| | Q 1(d) Define Terms of Trade | 02 | C02 | BT1 | |
| | Q 1(e) Summarize the advantage and disadvantages of international trade. | 02 | C02 | BT2 | |
| PART-B | Q 2(a) Analyze the gains accrued from the Uruguay Round agreement of GATT. | 05 | C03 | BT4 | |
| | Q 2(b) Examine the static and dynamic gains accrued from trade. | 05 | C03 | BT4 | |
| | Q 2(c) Discuss the factors affecting trade among nations | 05 | C04 | BT4 | |
| | | | | | |
| PART-C | Q 3 Evaluate the kinds of gains from international trade | 10 | C05 | BT5 | |
| | Q 4 Investigate the arguments for and against trade | 10 | C05 | BT6 | |

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|--------|-----|--|----------|-----|-----|--|
| PART-D | Q5 | Construct the tariff and non-tariff barriers graphically with examples. | 10 | CO5 | BT5 | |
| | Q6 | Occasionally, a government official will argue that a country should strive for both a trade surplus and a healthy inflow of capital from abroad. Explain why such a statement is economically impossible. | 10 | CO5 | BT6 | |
| | Q7 | Elaborate and discuss the role of the following international organizations: 1. UNIDO 2. ITC 3. UNCTAD 4. GATT 5. WTO | 10 | CO5 | BT5 | |
| | Q8 | Protectionism is undertaken to protect the interests of domestic industries and promote self-growth. Defend or refute this statement with respect to the arguments for and against the policy. | 10 | CO6 | BT6 | |
| | Q9 | Justify whether absolute or comparative advantage provides the more powerful theory in explaining how countries can benefit from international trade. Also, distinguish between absolute and comparative advantage. | 10 (6+4) | CO5 | BT4 | |
| | Q10 | You just overheard your friend say the following: "Poor countries like Malawi have no absolute advantages. They have poor soil, low investments in formal education and hence low-skill workers, no capital, and no natural resources to speak of. Because they have no advantage, they cannot benefit from trade." How would you respond? | 10 | CO6 | BT5 | |


DEPARTMENT OF EDUCATION AND HUMANITIES
"T3 Examination, DEC-2022"
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|------------------------|---|-----------------------------------|-------------------------|
| SEMESTER | 5 | DATE OF EXAM | 21.12.2022 |
| SUBJECT NAME | Essence of Public Administration | SUBJECT CODE | EDH 309-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Dr Arvinder Kaur | NAME OF COURSE COORDINATOR | Dr Arvinder Kaur |

Note: Part A: All questions are compulsory. Each question will be 5 Marks.

Part B: Attempt any 1 out of 2 each question will be 10 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|-------|---|-------|--------------|---------------|----|
| PART-A | 1 | Define Public Administration. What are the two nature of Public Administration | 05 | CO1 | BT1 | |
| | 2 | Explain the importance of Public Administration | 05 | CO1 | BT2 | |
| PART-B | 3 | Analyze the pros and cons of Indian Budget 2022. | 10 | CO3 | BT4 | |
| | 4 | "Public administration is facing new challenges due to the impact of globalization." Justify the statement with special reference to different challenges | 10 | CO3 | BT5 | |
| PART-C | 5 (a) | Critically analyze the Max Weber theory of Bureaucracy. | 10 | CO5 | BT4 | |
| | 5(b) | "Democracy within Bureaucracy is likely to reduce its effectiveness" Give your view point on this statement with suitable examples | 10 | CO5 | BT6 | |
| | 5(c) | "Bureaucracy is the most efficient form of organization. As an organization it substitutes a rule of law based on the whims of those who happen to govern." Elaborate | 10 | CO5 | BT2 | |

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|---------------|------|--|----|-----|-----|--|
| | 5(d) | Evaluate the characteristics and principles of Max Weber's theory | 10 | CO5 | BT5 | |
| PART-D | 6 | Write short note on: a) Need of people's control over administration b) Central government structure | 10 | CO5 | BT2 | |
| | 7 | Do you agree with the statement "The efficiency and effectiveness of administration depend, to a great extent, upon the adequacy and quality of legislative control over administration" support your answer with three suitable arguments | 10 | CO6 | BT3 | |
| | 8 | "The executive control over administration is constant and continuous" Justify the statement | 10 | CO5 | BT5 | |
| | 9 | Explain the meaning, various means and limitation of Judicial control | 10 | CO6 | BT2 | |
| *****End***** | | | | | | |

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SCHOOL OF EDUCATION AND HUMANITIES
"End Term Examination, Dec-2022"

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|-----------------|--|----------------------------|-----------------|
| SEMESTER | 5 | DATE OF EXAM | 21.12.2022 |
| SUBJECT NAME | <i>Economics</i> Indian Economy (SET B) | SUBJECT CODE | EDH308-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.A. B.Ed. | CREDITS | 04 |
| NAME OF FACULTY | Ms. Sandhya Dubey | NAME OF COURSE COORDINATOR | Ms. Kriti Dagar |

Note: Part A: All questions are compulsory. Each question will be 2 Marks.

Part B: Attempt any 2 out of 3 each question will be 5 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | Q1(a) Define 'Inclusive Growth'. | 02 | CO4 | BT1 | |
| | Q1(b) What do you mean by second Green Revolution? | 02 | CO3 | BT2 | |
| | Q1(c) Mention the current values of CRR, SLR, Repo Rate and Marginal Standing Facility Rate as decided by RBI. | 02 | CO4 | BT2 | |
| | Q1(d) What is Make in India Scheme? | 02 | CO3 | BT1 | |
| | Q1(e) What are the two objectives of FRBM Act 2003? | 02 | CO6 | BT2 | |
| PART-B | Q2(a) Briefly comment on the economic thoughts of Kautilya. | 05 | CO1 | BT4 | |
| | Q2(b) Describe the three stages of Demographic transition. | 05 | CO5 | BT4 | |
| | Q2(c) Critically analyze on the impact of climate change on Indian Economy. | 05 | CO5 | BT4 | |
| PAR | Q3(a) Explain briefly the reasons behind the failure of Land Reforms introduced post-independence in India. | 10 | CO3 | BT5 | |

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| PART-D | Q3(b) | Critically analyze the impact of Covid-pandemic on the Indian Economy. | 10 | CO6 | BT6 | |
| | Q3(c) | Define Goods & Services Tax (GST). Briefly explain the importance of GST. | 10 | CO6 | BT5 | |
| | Q3(d) | What is Kuznet's Hypothesis? Suggest measure to reduce economic inequality in India. | 10 | CO4 | BT6 | |
| | Q4 | Critically compare the recommendations of the 14 th and 15 th Finance Commission. | 10 | CO4 | BT5 | |
| | Q5 | India can achieve the goal of becoming a developed country by 2047. Critically comment. | 10 | CO6 | BT6 | |
| | Q6 | Define Poverty. Explain the concept of Multi-dimensional poverty index as the measurement of poverty. | 10 | CO5 | BT4 | |
| | Q7 | Briefly analyze the trends in Industrial growth in pre and post reform period in India. | 10 | CO2 | BT5 | |



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DEPARTMENT OF Education and Humanities

"END TERM Examination, Dec-2023"

2023

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|-----------------|--|----------------------------|------------|
| SEMESTER | I st | DATE OF EXAM | 13/01/2023 |
| SUBJECT NAME | DIVERSITY OF MICROBES AND THALLOPHYTES | SUBJECT CODE | EDH113 |
| BRANCH | B.Sc. B.Ed | SESSION | I |
| TIME | 3hrs | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 3 |
| NAME OF FACULTY | Dr Namrata | NAME OF COURSE COORDINATOR | Dr Namrata |

Note: Part A : All questions are compulsory. (2*10=20 Marks).

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|-------|--|-------|--------------|---------------|----|
| 1(A) | Which of the following statements are true about the capsomeres? (a) It is an individual unit of the capsid (b) It is a viral protein for replication (c) It is a unit of nucleic acid in viruses (d) All of the above | 2 | CO2 | BT1 | |
| 1(B) | Which of the following statements are true about the viruses? (a) Free-living (b) Obligate parasites (c) Both (a) and (b) (d) None of the above | 2 | CO3 | BT1 | |
| 1(C) | Most of the scientists deem the algal-fungal relationship in lichens as helotism. Helotism is a (a) master-master relationship (b) master-slave relationship (c) a kind of mutualism | 2 | CO4 | BT1 | |

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| | (d) a kind of symbiotic association | | | | |
| 1(D) | Coenocytic fungi are (a) With septa (b) One septa (c) Two septa (d) Without septa | 2 | CO3 | BT1 | |
| 1(E) | Reindeer moss is a lichen known as (a) Usnea (b) Rocella (c) Cladonia (d) Parmelia | 2 | CO3 | BT1 | |
| 1(F) | Bread moulds and fruits are examples ofType of fungi. (a) Zygote fungi (b) Sac fungi (c) Club fungi (d) Puffballs | 2 | CO2 | BT1 | |
| 1(G) | Flagella in bacteria enable them to (a) reproduce (b) locomote (c) Thrive in nutrient agar (d) Adhere to tissue surfaces | 2 | CO2 | BT1 | |
| 1(H) | Saccharomyces cerevisiae is used primarily for a) Baking b) Bleaching c) Biofuel d) None of the above | 2 | CO1 | BT1 | |
| 1(I) | Antibiotics are the most effective on: a. Bacteria b. Virus c. Fungi | 2 | CO2 | BT1 | |

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|---------------|-------|---|----|-----|----------|--|
| | | d. None of the above | | | | |
| | 1(J) | <p>This about lichens is incorrect</p> <p>(a) Lichens are indicators of pollution</p> <p>(b) They grow rapidly about 2cm every day</p> <p>(c) Some species are eaten by reindeers</p> <p>(d) They have symbiotic relationship between alga and fungus</p> | 2 | CO2 | BT2 | |
| | | PART -B Attempt any two question (2*10=20marks.) | | | | |
| PART-B | Q2 | "Viruses are considered both living and non-living" comment and validate. Elaborate the Lysogenic Life cycle in Viruses. | 10 | CO1 | BT2, BT4 | |
| | Q3 | Evaluate the importance and need for classification Support your answer by elaborating the Five Kingdom classification. Enlist the various differences between a Prokaryotic and Eukaryotic cell, support with well labelled diagrams | 10 | CO1 | BT5, BT3 | |
| | Q4(A) | Elaborate the process of sexual reproduction in bacteria with a well labelled diagram. | 5 | CO2 | BT3 | |
| | Q4(B) | "Compare and contrast between Gram-positive and Gram-negative bacteria with diagrams." | 5 | CO1 | BT3 | |
| | | PART-C Attempt any four questions(4*10=40 marks) | | | | |
| PART-C | Q5 | Describe the process of Parasexuality in Deuteromycetes. Discuss the life cycle of a Basidiomycetes Fungi with the help of a flowchart. | 10 | CO4 | BT2, BT3 | |
| | Q6 | Discuss the various morphological types of Lichens. Elaborate the two contradictory views about type of relationship observed in case of Lichens. | 10 | CO4 | BT2 | |
| | Q7 | Graphically represent the life cycle of <i>Puccinia graminis tritici</i> . Evaluate the control measure to be applied to prevent Red Rot of Sugarcane. | 10 | CO3 | BT4, BT5 | |
| | Q8 | Discuss the ecological importance of Lichens. With help of well labelled diagram describe the internal thallus structure of Lichen. | 10 | CO3 | BT3, BT5 | |
| | Q9(A) | Compare and contrast Zygomycetes and Myxomycetes. | 5 | CO3 | BT4 | |
| | (B) | "Microbes are considered to be Friend and Foes" Validate the view with help of examples | 5 | CO3 | BT6 | |
| | | | | | | |



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SCHOOL OF EDUCATION AND HUMANITIES

"T3 Examination, Jan-2023"

SET A

Signature

| | | | |
|-----------------|-------------------------------------|----------------------------|-------------------------------------|
| SEMESTER | I | DATE OF EXAM | 18/01/22 |
| SUBJECT NAME | Foundation of Education | SUBJECT CODE | EDH102B-T |
| BRANCH | B.Ed / B.A B.Ed / B.Sc. B.Ed | SESSION | Morning |
| TIME | 9.00 am-12.00 pm | MAX. MARKS | 100 |
| PROGRAM | B.Ed / BA B.Ed / B.Sc. B.Ed. | CREDITS | 3 |
| NAME OF FACULTY | Dr. Savita Sharma / Dr. Ritu Sharma | NAME OF COURSE COORDINATOR | Dr. Savita Sharma / Dr. Ritu Sharma |

Note: PART A- Attempt all the questions in Part A (2 marks each)

PART B- Attempt any two questions out of three (5 marks each)

PART C- Attempt any four questions out of five (10 marks each)

PART D- Attempt any four questions out of five (10 marks each)

| Q.NO. | QUESTIONS | MAR KS | CO ADDRES SED | BLOO M'S LEVE L | PI |
|--------|---|--------|---------------|-----------------|----|
| PART-A | Q.1 (A) Explain 'Axiology' as an important branch of Philosophy highlighting its key characteristics. | 2 | CO1 | BT2 | |
| | Q.1 (B) Examine the nature of Education as an interdisciplinary area of study. | 2 | CO1 | BT4 | |

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|--------|------------|---|----|-----|-----|--|
| | Q.1 (C) | Differentiate between Education and Indoctrination | 2 | CO1 | BT4 | |
| | Q.1 (D) | Briefly state relevant examples of Individual aims and Social aims of Education | 2 | CO1 | BT2 | |
| | Q.1 (A) | How can Education be instrumental in imparting desirable values among the learners? | 2 | CO1 | BT2 | |
| PART-B | Q.2 (A) | Elaborate upon the importance of Wardha Scheme of Education propounded by Gandhiji in light of recommendations of NEP 2020. | 5 | CO2 | BT4 | |
| | Q.2 (B) | Discuss the key ideas pertaining to the role of teacher as envisaged by Naturalism as a school of thought. | 5 | CO4 | BT2 | |
| | Q.2 (C) | Reflect upon the importance of Swami Vivekananda's ideas on Aims of Education. | 5 | CO4 | BT5 | |
| PART-C | Q.3 | Analyze the reciprocal relationship between Education and Society. | 10 | CO3 | BT4 | |
| | Q.4 | Elucidate the role of Education in bringing social change focusing on gender discrimination as an area of consideration. | 10 | CO3 | BT5 | |
| | Q.5 | How do you analyse the positive and negative influence of media on the changing socialization pattern of a child in Indian society? | 10 | CO3 | BT4 | |
| | Q.6 | 'Local to Global is indeed the need of the hour in contemporary Education scenario' Justify the statement with relevant example. | 10 | CO3 | BT5 | |
| | Q.7 | How do you see the importance of culture in shaping one's identity as an individual? Analyze the role of school experiences in this regard. | 10 | CO3 | BT4 | |

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|--------|------|--|-----|-----|-----|
| PART-D | Q.8 | What is Secularism? How can teachers orient the students to appreciate and celebrate the religious diversity in India | 2+8 | CO5 | BT3 |
| | Q.9 | Reflect upon the significance of Indian Constitution in ensuring equal educational opportunities. | 10 | CO5 | BT5 |
| | Q.10 | Explain key recommendations given by Right to Education Act in ensuring universalisation of elementary education in India | 10 | CO5 | BT4 |
| | Q.11 | 'National and Emotional integration are the real backbone of United India'. Critically comment on the statement with practical examples. | 10 | CO5 | BT5 |
| | Q.12 | List down the key attributes of Democratic Education in aspects pertaining to aims, method and curriculum. | 10 | CO5 | BT4 |

***** END *****

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MANAV RACHNA
vidyayatanikshetri

MANAV RACHNA
UNIVERSITY

Declared as State Private University vide Haryana Act 26 of 2014

SCHOOL OF EDUCATION AND HUMANITIES

"T3 Examination, Jan-2023"

SET A

Dr. Ritu Sharma

| | | | |
|-----------------|-------------------------------------|----------------------------|-------------------------------------|
| SEMESTER | I | DATE OF EXAM | 18/01/22 |
| SUBJECT NAME | Foundation of Education | SUBJECT CODE | EDH102B-T |
| BRANCH | B.Ed / BA B.Ed / B.Sc. B.Ed | SESSION | Morning |
| TIME | 9.00 am-12.00 pm | MAX. MARKS | 100 |
| PROGRAM | B.Ed / BA B.Ed / B.Sc. B.Ed. | CREDITS | 3 |
| NAME OF FACULTY | Dr. Savita Sharma / Dr. Ritu Sharma | NAME OF COURSE COORDINATOR | Dr. Savita Sharma / Dr. Ritu Sharma |

Note: PART A- Attempt all the questions in Part A (2 marks each)

PART B- Attempt any two questions out of three (5 marks each)

PART C- Attempt any four questions out of five (10 marks each)

PART D- Attempt any four questions out of five (10 marks each)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | Q.1 (A) Explain 'Axiology' as an important branch of Philosophy highlighting its key characteristics. | 2 | CO1 | BT2 | |
| | Q.1 (B) Examine the nature of Education as an interdisciplinary area of study. | 2 | CO1 | BT4 | |
| | Q.1 (C) Differentiate between Education and Indoctrination | 2 | CO1 | BT4 | |
| | Q.1 (D) Briefly state relevant examples of Individual aims and Social aims of Education | 2 | CO1 | BT2 | |
| | Q.1 (A) How can Education be instrumental in imparting desirable values among the learners? | 2 | CO1 | BT2 | |
| PART-B | Q.2 (A) Elaborate upon the importance of Wardha Scheme of Education propounded by Gandhiji in light of recommendations of NEP 2020. | 5 | CO2 | BT4 | |

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|--------|------------|---|-----|-----|-----|--|
| PART-C | Q.2 (B) | Discuss the key ideas pertaining to the role of teacher as envisaged by Naturalism as a school of thought. | 5 | CO4 | BT2 | |
| | Q.2 (C) | Reflect upon the importance of Swami Vivekananda's ideas on Aims of Education. | 5 | CO4 | BT5 | |
| | Q.3 | Analyze the reciprocal relationship between Education and Society. | 10 | CO3 | BT4 | |
| | Q.4 | Elucidate the role of Education in bringing social change focusing on gender discrimination as an area of consideration. | 10 | CO3 | BT5 | |
| | Q.5 | How do you analyse the positive and negative influence of media on the changing socialization pattern of a child in Indian society? | 10 | CO3 | BT4 | |
| | Q.6 | 'Local to Global is indeed the need of the hour in contemporary Education scenario' Justify the statement with relevant example. | 10 | CO3 | BT5 | |
| | Q.7 | How do you see the importance of culture in shaping one's identity as an individual? Analyze the role of school experiences in this regard. | 10 | CO3 | BT4 | |
| PART-D | Q.8(a) | What is Secularism? How can teachers orient the students to appreciate and celebrate the religious diversity in India | 2+8 | CO5 | BT3 | |
| | Q.8(b) | Reflect upon the significance of Indian Constitution in ensuring equal educational opportunities. | 10 | CO5 | BT5 | |
| | Q.8(c) | Explain key recommendations given by Right to Education Act in ensuring universalisation of elementary education in India | 10 | CO5 | BT4 | |
| | Q.8(d) | 'National and Emotional integration are the real backbone of United India'. Critically comment on the statement with practical examples. | 10 | CO5 | BT5 | |
| | Q.8(e) | List down the key attributes of Democratic Education in aspects pertaining to aims, method and curriculum. | 10 | CO5 | BT4 | |

***** END *****

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**MANAV RACHNA
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

DEPARTMENT OF EDUCATION AND HUMANITIES

"End Term Examination, Jan-2023"

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|-----------------|--------------------------|----------------------------|---------------|
| SEMESTER | I | DATE OF EXAM | 20.01.2023 |
| SUBJECT NAME | Animal Diversity I | SUBJECT CODE | EDH114-T |
| BRANCH | Education and Humanities | SESSION | Morning |
| TIME | 09:00AM TO 12:00NOON | MAX. MARKS | 80 |
| PROGRAM | Integrated B.Sc. B.Ed. | CREDITS | 4 |
| NAME OF FACULTY | Ms. Eram Aziz | NAME OF COURSE COORDINATOR | Ms. Eram Aziz |

Note:

Part A: All questions are compulsory. Questions will be of short answer type. Each question carries 2 marks. (2*10=20marks)

Part B: Questions will be of descriptive type. Each question will be of 10 marks. Attempt **any Two** questions. (10*2=20 marks)

Part C: All questions are compulsory and long answer type. Each question carries 20 marks. (20*2=40 marks)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|--|-------|--------------|---------------|----|
| PART-A | 1(A) State the principles of Animal Classification | 2 | CO1 | B1 | |
| | 1(B) Explain locomotory organelles in Protozoa | 2 | CO2 | B2 | |
| | 1(C) Differentiate between Coelomates and Acoelomates | 2 | CO1 | B2 | |
| | 1(D) Differentiate between saprozoic and parasitic nutrition | 2 | CO3 | B4 | |
| | 1(E) Briefly explain the process of metagenesis in Obelia | 2 | CO2 | B2 | |
| | 1(F) Enumerate the general characters of phylum Cnidaria | 2 | CO4 | B1 | |

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|-----------------|------|---|------------------|-----|--------|--|
| | 1(G) | What do you understand by the term sporulation | 2 | C02 | B2 | |
| | 1(H) | Illustrate diagrammatically external morphology of Sycon | 2 | C02 | B3 | |
| | 1(I) | What do you understand by Regeneration. Give an example | 2 | C03 | B2 | |
| | 1(J) | Briefly explain two parasitic adaptations of Taenia Solium | 2 | C04 | B2 | |
| PART-B | Q2 | Discuss important characteristics of Acnidaria. Classify this phylum upto orders. | 10 | C05 | B4 | |
| | Q3 | Analyze and discuss the habit, structure, Life cycle and pathogenicity of Plasmodium | 10 | C05 | B4 | |
| | Q4 | Discuss the general characteristics and classification of Nematelminths | 10 | C04 | B2 | |
| PART-C | Q5 | Discuss the following 1.External Morphology of Pheretima 2. Digestive System in Pheretima 3. Well labelled diagram of Pheretima showing major organs of digestion, excretion and circulation 4. Why are earthworms called the farmers friends | 5 5 5 5 | C05 | B2, B4 | |
| | Q6 | Discuss the Following 1.Mode of infection of Ancylostoma Duodenale 2.Pathogenicity of Ancylostoma Duodenale | 10 10 | C05 | B2 | |
| ***** END ***** | | | | | | |

Set B



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(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING
NAAC ACCREDITED 'A' GRADE INSTITUTION)

Declared as State Private University under section 2f of the UGC act, 1956

DEPARTMENT OF EDUCATION

"End Semester Examination, December 2022"

Semester: III

Subject: Gender School and Society

Branch: Education

Course Type: Core

Time: 1.5 hours

Max. Marks: 40

Date of Exam: 09/12/2012

Subject Code: EDS 207

Session: Morning

Course Nature: Soft

Program: B.A/ B.Ed B.Sc B.Ed

Signature: HOD

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Note:

- All sections have 2 questions, carrying 5 marks each
- All questions are compulsory, however internal choices have been given

PART-A

| S.No | QUESTIONS | MARKS | BLOOMS TAXONOMY LEVEL |
|------|---|-------|-----------------------|
| Q1. | Q1. Distinguish between: (a) Sex and Gender (b) Patriarchy and Matriarchy | 5 | L2 |
| Q2. | Identify the landmarks in social reform from Vedic period to 21st century | 5 | L4 |

PART-B

| S.No | QUESTIONS | MARKS | BLOOMS TAXONOMY LEVEL |
|------|---|-------|-----------------------|
| Q3. | Explain any 3 theoretical approaches to gender socialization OR What is the role of Family as an Agency of Gender Socialization? | 5 | L5 |
| Q4. | Write a short note on POCSO OR Analyze the relationship between Gender and | 5 | L5 |

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PART –C

| S.No | QUESTIONS | MARKS | BLOOMS TAXONOMY LEVEL |
|------|--|-------|-----------------------|
| Q5. | Explain the role of schools in reinforcing Gender Equality? OR Explain the role of teachers in reinforcing Gender Equality? | 5 | L5 |
| Q6. | What is Gender Bias and how is it observed at the school level? OR What is the social attitude towards girl's education? | 5 | L2 |

PART-D

| S.No | QUESTIONS | MARKS | BLOOMS TAXONOMY LEVEL |
|------|--|-------|-----------------------|
| Q7. | Analyze the role of Media in bringing about Gender Parity. | 5 | L4 |
| Q8. | . Identify the trends in indicators of the Millennium Development Goal related to Gender. OR Give an Outline of the efforts of the government agencies to achieve gender parity | 5 | L4 |

DEPARTMENT OF Education and Humanities
"End Term Examination, December- 2022 Set-1"

Page 2

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|-----------------|--|----------------------------|--------------------|
| SEMESTER | 3 rd | DATE OF EXAM | 15.12.2022 |
| SUBJECT NAME | Animal Diversity –III and Comparative Anatomy of Vertebrates | SUBJECT CODE | EDH205 – T |
| BRANCH | Education | SESSION | Morning |
| TIME | 09.00AM-12.00NOON | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 4 |
| NAME OF FACULTY | Dr. Vandana Nandal | NAME OF COURSE COORDINATOR | Dr. Vandana Nandal |

Note: Note: All questions are compulsory

Part A: 10*2=20 Marks

Part B: 4*5=20 Marks

Part C: 4*10=40 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|---|-------|--------------|---------------|----|
| PART-A | 1(A) How we can differentiate the vertebrae present in vertebrates on the basis of their shape? | 2 | CO6 | BT4 | |
| | 1(B) Differentiate between aqueous and vitreous humor. | 2 | CO5 | BT4 | |
| | 1(C) Explain the role of X chromosome in the differentiation of gonoducts. | 2 | CO6 | BT2 | |
| | 1(D) What is the function of the vestibule in the inner ear? | 2 | CO5 | BT1 | |
| | 1(E) Which phylum has highly developed olfactory lobe and why so? | 2 | CO5 | BT1 | |
| | 1(F) Name 3 major digestive glands of vertebrates and write function of each. | 2 | CO5 | BT1 | |
| | 1(G) What is the role of crop in the birds? | 2 | CO5 | BT1 | |
| | 1(H) Draw a well labeled diagram of a gill pouch. | 2 | CO4 | BT3 | |

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|--------|-------|--|----|-----|-----|--|
| | 1(I) | Name the four cartilages present in the larynx of rabbit. | 2 | CO5 | BT1 | |
| | 1(J) | Compare the excretory organs of frog and mammals. | 2 | CO6 | BT4 | |
| PART-B | Q2(A) | Discuss the parental care shown by the different species of amphibians. | 5 | CO2 | BT2 | |
| | 2(B) | Discuss the adaptive radiation in Marsupials and primates. | 5 | CO4 | BT2 | |
| | Q2(C) | Classify Mammals up to order with example. | 5 | CO4 | BT4 | |
| | Q2(D) | Compare Chondrichthyes and Osteichthyes. | 5 | CO1 | BT4 | |
| PART-C | Q3(A) | Briefly explain evolution of aortic arches in vertebrates with the help of diagram. | 10 | CO5 | BT2 | |
| | Q3(B) | Compare the structure of heart of bony fish with that of amphibians and mammals. | 10 | CO5 | BT4 | |
| | Q3(C) | Describe the step wise evolution of kidney in vertebrates. | 10 | CO6 | BT2 | |
| | Q3(D) | Compare the structure of female reproductive organs and ducts in dog-fish, frog, lizard, pigeon and rabbit with diagram. | 10 | CO6 | BT4 | |
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DEPARTMENT OF Education and Humanities
"END TERM Examination, Dec-2022"

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|-----------------|---|----------------------------|-------------------|
| SEMESTER | III rd | DATE OF EXAM | 17.12.22 |
| SUBJECT NAME | GYMNOSPERMS AND REPRODUCTION IN ANGIOSPERMS | SUBJECT CODE | EDH204-T |
| BRANCH | B.Sc. B.Ed | SESSION | 9:00am-12:00 noon |
| TIME | 3hrs | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 3 |
| NAME OF FACULTY | Dr Namrata | NAME OF COURSE COORDINATOR | Dr Namrata |

*Note: Part A: All questions are compulsory. (1*10=20 Marks).*

*Part B: Attempt any two question (2*10=20marks.)*

*Part C: Attempt any four questions (4*10=40 marks)*

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Male flowers are known as..... | 1 | C02 | BT2 | |
| | 1(B) A.....embryo sac derived from a single haploid megaspore. | 1 | C02 | BT2 | |
| | 1(C) All sepals together in flower forms..... | 1 | C02 | BT1 | |
| | 1(D) Hypogynous flowers have.....ovary | 1 | C03 | BT1 | |
| | 1(E) When flower is divided into two equal halves by any vertical plane..... | 1 | C02 | BT2 | |
| | 1(F)is a specialized leaf present in axil of flower. | 1 | C02 | BT1 | |
| | 1(G) Flowers with neither Calyx nor Corolla are named as..... | 1 | C03 | BT1 | |
| | 1(H)is a type of reproduction where | 1 | C04 | BT2 | |

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|---------------|-------|---|---|-----|-----|--|
| | | seeds are formed without union of gametes. | | | | |
| | 1(I) | Fruits are also termed as..... | 1 | C04 | BT1 | |
| | 1(J) | Aestivation with regular overlapping is known as..... | 1 | C03 | BT1 | |
| | 2(A) | Thesecretions from stigma stimulates the germination of pollen grains. | 1 | C03 | BT2 | |
| | 2(B) | Inability of plant to set seeds with functional pollen grain after self-fertilization is termed as..... | 1 | C04 | BT2 | |
| | 2(E) | During embryo development the cells of.....give rise to the cortex and that ofform the stele. | 1 | C04 | BT2 | |
| | 2(D) | Occurrence of two or three morphologically distinct mating types within a species is known as..... | 1 | C03 | BT1 | |
| | 2(E) | The third whorl of the flower is called | 1 | C02 | BT1 | |
| | 2(F) | Apomixis was discovered by..... in..... | 1 | C04 | BT1 | |
| | 2(G) |fruits have dry pericarp at maturity. | 1 | C04 | BT2 | |
| | 2(H) | The origin of embryo from synergids or antipodal cells is known as..... | 1 | C04 | BT1 | |
| | 2(I) | During fertilizationis when pollen tube enters through integuments | 1 | C03 | BT1 | |
| | 2(J) | When both basal and terminal cell takes part in embryo formation..... | 1 | C03 | BT2 | |
| PART-B | Q3(A) | Compare and contrast between Gymnosperms and Pteridophytes. | 5 | C01 | BT4 | |
| | 3(B) | "Gymnosperms are connecting link between Angiosperms and Pteridophytes" Elaborate the similarities between Gymnosperms and Pteridophytes. | 5 | C01 | BT5 | |
| | Q4(A) | Elaborate the morphological and anatomical features of Coralloid roots. | 5 | C01 | BT3 | |
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| PART-C | Q4(B) | Discuss the anatomical structure of Gnetum stem. | 5 | C01 | BT1 | |
| | Q5(A) | Describe the structure of Tetrasporangiate anther. | 5 | C02 | BT1 | |
| | Q5(B) | Discuss various types of mature ovules based on position of Micropyle, Funicle and Chalaza. | 5 | C02 | BT2 | |
| | Q6(A) | "Seed dispersal is an important biological phenomenon playing a vital role in continuity of race" Justify and support your views with examples. | 5 | C03 | BT5 | |
| | Q6(B) | Elaborate the process of pollination in Primrose Plant. | 5 | C03 | BT2 | |
| | Q7(A) | The stigma of a plant with genotype RS receives pollen grains from plant PR, QS and TW. Explain the process of Gametophytic self-incompatibility. | 5 | C04 | BT6 | |
| | Q7(B) | Due to some typing mistake the fruits and their types got misplaced. Identify, Justify and support your views for following fruits and their respective type of fruit. 1. Pineapple.....Simple fruit 2. Strawberry.....Parthenocarpic 3. Apple.....Mixed fruit. | 5 | C04 | BT4 | |
| | Q8(A) | Enlist the characteristics of Hydrophilous and Entomophilous plants. | 5 | C03 | BT3 | |
| | Q8(B) | Using examples illustrate the three types of Endosperm. | 5 | C03 | BT1 | |
| | Q9(A) | The stigma of a plant with genotype RS receives pollen grains from plant PR, QS and TW. Explain the process of Sporophytic self-incompatibility. | 5 | C04 | BT6 | |
| | Q9(B) | "Self pollination has both advantages and disadvantages" propose both. | 5 | C03 | BT3 | |

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| | Q10(A) | Plants ensure cross pollination process by using several mechanisms, Elaborate. | 5 | C03 | BT2 | |
| | Q10(B) | Compare and contrast two types of Polembryony . | 5 | C04 | BT4 | |
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DEPARTMENT OF EDUCATION AND HUMANITIES

"T3 Examination, DEC-2022"

| | | | |
|-----------------|-----------------------------|----------------------------|------------------|
| SEMESTER | 3 | DATE OF EXAM | 19.12.2022 |
| SUBJECT NAME | Knowledge and Curriculum | SUBJECT CODE | EDH 206-T |
| BRANCH | EDUCATION & HUMANITIES | SESSION | I |
| TIME | 09.00AM-12.00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.A./B.Sc. B.Ed. integrated | CREDITS | 04 |
| NAME OF FACULTY | Dr Arvinder Kaur | NAME OF COURSE COORDINATOR | Dr Arvinder Kaur |

Note: Part A: All questions are compulsory. Each question will be 5 Marks.

Part B: Attempt any 1 out of 2 each question will be 10 marks.

Part C: Attempt any 3 out of 4 each question will be 10 marks.

Part D: Attempt any 3 out of 4 each question will be 10 marks

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | 1 "Teacher is the person responsible for imparting the knowledge in the classroom and in the teaching-learning process" Justify the statement | 05 | CO1 | BT5 | |
| | 2 Compare the epistemological thoughts (curriculum and discipline) of western educationists (Rousseau and John Dewey) | 05 | CO1 | BT4 | |
| PART-B | 3 Do you agree with the statement that "Social changes have an enormous impact on education systems" Support your answer with suitable examples | 10 | CO3 | BT3 | |
| | 4 "The aim of the education is to produce human manpower literate to serve in private and public sectors of the society" Elaborate | 10 | CO3 | BT2 | |
| PART-C | 5 Differentiate between a) Curriculum and Syllabus with suitable examples b) Core and Hidden Curriculum with | 10 | CO5 | BT4 | |

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|---------------|----|--|----|-----|-----|--|
| | | suitable examples | | | | |
| | 6 | “The behavioral approach is logical and prescriptive and grounded on technical and scientific principles. It comprises paradigms or models as well as gradual and detailed strategies for formulating curriculum.” Critically analyze the behavioral approach. | 10 | CO5 | BT4 | |
| | 7 | How do you address gender issues with respect to curriculum, teaching/learning and evaluation | 10 | CO5 | BT3 | |
| | 8 | Define Curriculum. Explain the role of curriculum in over-all development of the children. | 10 | CO5 | BT2 | |
| PART-D | 9 | Construct the curriculum framework for class VIII for subject Science/ Social Science/ English | 10 | CO5 | BT5 | |
| | 10 | Critically analyze of NEP 2020 and its recommendations with special reference to curriculum framework | 10 | CO6 | BT4 | |
| | 11 | Do you agree with the statement “The textbook is the main carrier of the curriculum and represents the dominant role in school subject teaching and learning” Support your answer with relevant examples. | 10 | CO5 | BT4 | |
| | 12 | Explain the role of NCERT and SCERT in framing of the Curriculum. | 10 | CO6 | BT2 | |

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DEPARTMENT OF EDUCATION AND HUMANITIES

"T3 Examination, Dec-2022"

SET B

Ridhi

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|-----------------|---------------------------------|----------------------------|------------------|
| SEMESTER | V | DATE OF EXAM | 09/12/21 |
| SUBJECT NAME | Education in Contemporary India | SUBJECT CODE | EDH 214-T |
| BRANCH | B.A.B.Ed / B.Sc. B.Ed | SESSION | Morning |
| TIME | 9.00 am-12.00 pm | MAX. MARKS | 80 |
| PROGRAM | B.A.B.Ed./ B.Sc. B.Ed. | CREDITS | 4 |
| NAME OF FACULTY | Ms. Ridhi Khanna | NAME OF COURSE COORDINATOR | Ms. Ridhi Khanna |

Note: PART A- Attempt any one question out of two (10 marks each)

PART B- Attempt any one question out of two (10 marks each)

PART C- Attempt any three question out of four (10 marks each)

PART C- Attempt any three question out of four (10 marks each)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | Q.1 Critically examine different basis of social stratification prevalent in Indian society with the help of real life examples. | 10 | CO1 | BT4 | |
| | Q.2 'Fundamental Rights come along with Fundamental Duties'. Justify the statement in light of the key provisions contained in Indian Constitution. | 10 | CO2 | BT5 | |
| PART-B | Q.3 Explain in detail, the specific recommendations of National Policy of Education 2020 for bringing improvement in School Education System. | 10 | CO3 | BT4 | |
| | Q.4 Reflect upon the key recommendation given by any one commission of Pre-Independence Era. | 10 | CO3 | BT5 | |

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|-----------------|--------|--|-----|-----|-----|--|
| PART-C | Q.5 | Compare and analyze the role played by CBSE and ICSE with reference to the School Education System in India. | 10 | CO4 | BT4 | |
| | Q.6 | Present a comparative study on different types of schools existing in India focusing on central characteristics of each of the type. | 10 | CO4 | BT4 | |
| | Q.7 | Describe the objectives and functions of NCERT and SCERT in Indian Education. | 10 | CO4 | BT4 | |
| | Q.8 | Analyze the recent trends in the area of distance and open education with technological advancement. | 10 | CO5 | BT4 | |
| PART-D | Q.9(A) | 'Modernization and Privatization in Education go hand in hand' Explain with suitable examples to justify your stand. | 10 | CO5 | BT4 | |
| | Q.9(B) | Reflect upon the role of teacher in creating an Inclusive School and Equitable Society in modern India. | 10 | CO5 | BT5 | |
| | Q.9(C) | Elaborate upon the objectives and functions of SSA and RMSA in Education. | 5+5 | CO4 | BT4 | |
| | Q.9(D) | 'Status of Women represents true face of Society'. Support your answer citing the role of KGBV in this context. | 10 | CO4 | BT4 | |
| ***** END ***** | | | | | | |

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DEPARTMENT OF Education and Humanities
"END TERM Examination, DEC-2022 -SET-1"

Rachna

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|-----------------|---|----------------------------|------------------|
| SEMESTER | V th | DATE OF EXAM | 13.12.22 |
| SUBJECT NAME | PLANT SYSTEMATICS and ANGIOSPERM PHYLOGENY <i>ECONOMIC BOTANY</i> | SUBJECT CODE | EDH301-T |
| BRANCH | B.Sc. B.Ed | SESSION | 9:00am-12:00noon |
| TIME | 3hrs | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 3 |
| NAME OF FACULTY | Dr Namrata | NAME OF COURSE COORDINATOR | Dr Namrata |

*Note: Part A : All questions are compulsory. (1*20=20 Marks).*

*Part B: Attempt any two questions (2*10=20marks.)*

*Part C: Attempt any four questions (4*10=40 marks)*

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|---------------|---|-------|--------------|---------------|----|
| PART-A | 1(A)is the basic level in a taxonomic hierarchy | 1 | CO1 | BT1 | |
| | 1(B) Hypanthodium refers to a special type of..... | 1 | CO2 | BT2 | |
| | 1(C) Milk weed family is also known as..... | 1 | CO4 | BT1 | |
| | 1(D) Botanical name of Wheat is..... | 1 | CO3 | BT1 | |
| | 1(E)Father of taxonomy | 1 | CO1 | BT1 | |
| | 1(F) Root nodules are characteristic feature of Family..... | 1 | CO2 | BT1 | |
| | 1(G) Coconut belongs to family..... | 1 | CO4 | BT1 | |
| | 1(H) Non-functional and sterile anthers are also termed as..... | 1 | CO2 | BT2 | |

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|--------|-------|--|---|-----|-----|--|
| | 1(I) | APG classification full for..... | 1 | C01 | BT1 | |
| | 1(J) | Natural classification is based onof plants. | 1 | C01 | BT2 | |
| | 2(A) | Ovules are borne at or around the center of a compound ovary on an axis formed from joined septa.....placentation. | 1 | C02 | BT1 | |
| | 2(B) |is arrangement of flowers on a plant. | 1 | C02 | BT1 | |
| | 2(C) | Tuber is a modified..... | 1 | C02 | BT1 | |
| | 2(D) | Point of attachment of leaves on stem is known as..... | 1 | C02 | BT1 | |
| | 2(E) | Arrangement of the ovules in the placenta and of the placentas in the ovary is known as..... | 1 | C02 | BT2 | |
| | 2(F) | When sepals and petals are non-distinguishable than they are known as..... | 1 | C03 | BT2 | |
| | 1(G) | A is composed of many different species. | 1 | C01 | BT1 | |
| | 2(H) | In binomial classification a botanical name include genus and | 1 | C01 | BT1 | |
| | 2(I) | Solanaceae is commonly known as..... | 1 | C03 | BT1 | |
| | 2(J) | The common names given to plants on the basis of language of that locality are known as..... | 1 | C01 | BT2 | |
| PART-B | | "Common names of Plants are often misleading" | | | | |
| | Q3(A) | Support your views with suitable examples. | 5 | C01 | BT4 | |
| | 3(B) | Propose the reasons why Latin has been used as the language for Binomial Nomenclature. | 5 | C01 | BT5 | |
| | Q4(A) | Discuss the advantages and disadvantages of Artificial System of classification. | 5 | C01 | BT2 | |
| | 4(B) | Compare the floral diagram and floral formula of family Fabaceae and Malvaceae. | 5 | C02 | BT4 | |

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|--------|--------|--|---|-----|-----|--|
| PART-C | Q5(A) | Compare and contrast between Natural and Artificial system of classification | 5 | C01 | BT3 | |
| | 5(B) | Discuss the floral characteristics of Family Solanaceae. | 5 | C02 | BT2 | |
| | Q6(A) | Explain the floral characteristics of family Euphorbiaceae with floral diagram and floral formula. | 5 | C03 | BT2 | |
| | 6(B) | Elaborate the economic importance of family Poaceae (Gramineae). | 5 | C03 | BT2 | |
| | Q7(A) | Discuss the inflorescence and flower structure of family Gramineae. | 5 | C04 | BT4 | |
| | 7(B) | Discuss the vegetative characteristics of family Arecaceae. | 5 | C04 | BT1 | |
| | Q8(A) | Discuss the floral characteristics of Family Lamiaceae. | 5 | C03 | BT2 | |
| | 8(B) | Write down the economic importance of family Amaranthaceae. | 5 | C03 | BT1 | |
| | Q9(A) | Enlist the economic importance of family Liliaceae. | 5 | C04 | BT1 | |
| | 9(B) | Discuss the floral characteristics of Family Apocyanaceae . | 5 | C03 | BT2 | |
| | Q10(A) | Discuss the floral characteristics of Family Asclepiadaceae | 5 | C03 | BT2 | |
| | 10(B) | Chalk down the various economic importance of members of family Solanaceae. | 5 | C04 | BT1 | |
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School of Education and Humanities
"End Term Examination, December-2022-SET 1"

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|-----------------|-----------------------------|----------------------------|-------------------|
| SEMESTER | V th | DATE OF EXAM | 17.12.2022 |
| SUBJECT NAME | Ecology and Animal Behavior | SUBJECT CODE | EDH302-T |
| BRANCH | Department of Education | SESSION | Morning |
| TIME | 09:00-12:00 NOON | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 4 |
| NAME OF FACULTY | Dr. Vandana Nandal | NAME OF COURSE COORDINATOR | Dr Vandana Nandal |

*Not: All questions are compulsory: Part A: 2*10=20 Marks .Part B: 4*5=20 Marks*

*Part C: 4*10=40 marks*

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|----------------|--|-------|--------------|---------------|----|
| PART-A | 1(A) Explain the habituation in mosquito larvae. | 2 | CO6 | BT2 | |
| | 1(B) Give some example of interspecific mutualism. | 2 | CO5 | BT2 | |
| | 1(C) Elaborate neural control of behavior in animals. | 2 | CO4 | BT2 | |
| | 1(D) Interpret social behavior of wolf. | 2 | CO4 | BT3 | |
| | 1(E) What do you mean by intrinsic regulation of biological clock? | 2 | CO6 | BT1 | |
| | 1(F) Differentiate between hormones and pheromones. | 2 | CO5 | BT3 | |
| | 1(G) Explain various methods to determine population density. | 2 | CO3 | BT4 | |
| | 1(H) Many small fishes are found around and on the body of whale. Relate the possible reasons of this? | 2 | C05 | BT4 | |
| | 1(I) Justify the study of ecology in wild life conservation. | 2 | C02 | BT5 | |
| | 1(J) What is the significance of species area relationship. | 2 | C04 | BT2 | |
| PART -B | Q2(A) Differentiate unitary and Modular population. | 5 | CO1 | BT4 | |

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|--------|-------|---|----|-----|-----------|--|
| PART-C | Q2(B) | Write short note on food chain Climax community | 5 | CO2 | BT2 | |
| | Q2(C) | Explain and justify the significance of Sulphur cycle in the ecosystem with diagram. | 5 | CO3 | BT5 | |
| | Q2(D) | Draw the survival ship curve of any 4 species and compare it. | 5 | CO3 | BT4 | |
| | Q3(A) | Discuss any two: (i) Genetic basis of Behavior. (ii) Taxes. (iii) Hormonal control of behavior | 10 | CO3 | BT2 | |
| | Q3(B) | Explain the experiments performed by : (i) Tinbergen (ii) Lorenz Justify the significance of the experiment to determine pattern behaviour in organisms. | 10 | CO4 | BT5 | |
| | Q3(C) | Write short notes on any two: (i) Evolution of society (ii) Aggressive Behavior (iii) social organization in honeybee | 10 | CO5 | BT2 | |
| | Q3(D) | What are the various types of communication system found in animals? Describe any two. | 10 | CO5 | BT3, BT 2 | |

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**MANAV RACHNA
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

SCHOOL OF EDUCATION AND HUMANITIES

"End - Term Examination, July-Dec 2022"

SET A

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|-----------------|----------------------|----------------------------|-------------------|
| SEMESTER | iii | DATE OF EXAM | 21/12/2022 |
| SUBJECT NAME | Basics of Biophysics | SUBJECT CODE | EDH 221-T |
| BRANCH | Education | SESSION | Morning |
| TIME | 3 hours | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 4 |
| NAME OF FACULTY | Ms. Bhavna Sharma | NAME OF COURSE COORDINATOR | Ms. Bhavna Sharma |

Note: All questions are compulsory from parts A, B, and C

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|---|-------|--------------|---------------|----|
| PART-A | 1(A) Explain the principle of phase contrast microscopy. | 2 | CO4 | BT2 | |
| | 1(B) What are essential and non essential amino acids? Name any two from each category. | 2 | CO3 | BT1 | |
| | 1(C) Justify the need for crystallization of proteins in X-ray crystallography. | 2 | CO5 | BT4 | |
| | 1(D) Which microscope would you use to observe a) Alive specimens b) Detailed surface of a specimen | 2 | CO4 | BT3 | |
| | 1(E) Define unit cell and crystal lattice. | 2 | CO5 | BT1 | |
| | 1(F) How is source of illumination used in a microscope related to its resolution? Give examples. | 2 | CO4 | BT3 | |
| | 1(G) What is atomic scattering factor? What does it depend upon? | 2 | CO5 | BT2 | |
| | 1(H) Draw a lattice plane inside cubic unit cell of miller indices (110) and (001). | 2 | CO5 | BT3 | |
| | 1(I) What do you infer from the following statement "Biophysics is dynamic in nature". | 2 | CO1 | BT4 | |
| | 1(J) Differentiate between Scanning Electron Microscopy and Transmission Electron Microscopy | 2 | CO5 | BT2 | |

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|--------|-------|--|----|-----|-----|--|
| | | Microscopy. | | | | |
| PART-B | Q2 | What is the importance of biophysics in understanding biomolecules. | 5 | CO1 | BT1 | |
| | Q3 | Analyze the four levels of protein structure. | 5 | CO2 | BT4 | |
| | Q4(A) | With the help of a diagram, explain the process of facilitated diffusion and the types of proteins involved in this process. | 5 | CO3 | BT2 | |
| | Q4(B) | Explain the working of a sodium potassium pump and its significance in human body. | 5 | CO3 | BT2 | |
| PART-C | Q5 | With the help of a ray diagram, explain the principle, working and applications of a fluorescent microscope. | 10 | CO4 | BT2 | |
| | Q6 | State and derive Bragg's law with the help of a labelled diagram. Briefly explain the steps involved in structure determination of a protein using X- Ray Crystallography. | 10 | CO5 | BT3 | |
| | Q7 | Compare brightfield microscope with a darkfield microscope on the basis of a) Principle b) Working c) Anatomy d) Merits e) Demerits | 10 | CO4 | BT4 | |
| | Q8 | Apply all the symmetry elements and operations in a cubic crystal lattice. | 10 | CO5 | BT3 | |

School OF Education and Humanities
"END TERM Examination, DEC-2022 SET-B"

Dr. J.

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|-----------------|---------------------------|----------------------------|-----------------|
| SEMESTER | V th | DATE OF EXAM | 15.12.22 |
| SUBJECT NAME | Cell Biology and Genetics | SUBJECT CODE | EDH303 - T |
| BRANCH | B.Sc. B.Ed | SESSION | 900AM-12:00NOON |
| TIME | 3hrs | MAX. MARKS | 80 |
| PROGRAM | B.Sc B.Ed | CREDITS | 3 |
| NAME OF FACULTY | Dr Namrata | NAME OF COURSE COORDINATOR | Dr Namrata |

Note: Part A : All questions are compulsory. (2*1 =20 Marks).

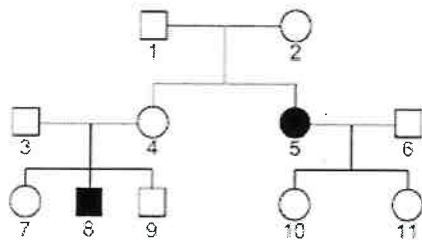
Part B: Attempt any two question(2*10=20marks.)

Part C: Attempt any four questions(4*10=40 marks)

| Q.NO. | QUESTIONS | MARKS | CO ADDRESSED | BLOOM'S LEVEL | PI |
|--------|--|-------|--------------|---------------|----|
| PART-A | 1(A) During mitosis the cell copy its DNA during.....phase | 1 | CO2 | BT2 | |
| | 1(B) Father of Genetics..... | 1 | CO3 | BT1 | |
| | 1(C) If a phenotype is controlled by a set of genes and each contributes equally showing an additive behavior, this phenomenon is termed as..... | 1 | CO4 | BT3 | |
| | 1(D)is the tendency of passing of characters to an offspring and it showing resemblance to its parent. | 1 | CO3 | BT2 | |
| | 1(E) Cytoplasmic inheritance is also termed as | 1 | CO4 | BT1 | |
| | 1(F) The genotypic ratio of a monohybrid cross is..... | 1 | CO3 | BT2 | |
| | 1(G)numbers of daughter cells are produced at the end of meiosis. | 1 | CO2 | BT2 | |
| | 1(H)are known as the suicidal bags of cell. | 1 | CO2 | BT1 | |
| | 1(I) When one gene complement the effect of other gene is known as..... | 1 | CO4 | BT1 | |
| | 1(J)pairs of contrasting characters in pea plants were studied by Mendel in his experiments | 1 | CO3 | BT1 | |
| | 2(a) In humansand.....are blood groups which are codominant. | 1 | CO4 | BT1 | |
| | 2(b) 9:7 ratio in the F2 generation represents..... | 1 | CO3 | BT1 | |

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|--------|-------|---|---|-----|-----|--|
| | 2(c) | When the activity of one gene is suppressed by the activity of a non-allelic gene, it is known as..... | 1 | CO4 | BT2 | |
| | 2(d) | Mendel's findings were rediscovered by..... | 1 | CO3 | BT1 | |
| | 2(e) | The crossing of F1 to any of the parent is known as..... | 1 | CO3 | BT1 | |
| | 2(f) |is the time period when a cell is carrying on normal processes and not actively dividing. | 1 | CO2 | BT1 | |
| | 2(g) |is also known as reductional division. | 1 | CO2 | BT1 | |
| | 2(h) |is known as the power house of cell. | 1 | CO1 | BT1 | |
| | 2(i) |is the stage in cell division in which chromosomes are arranged at the centre of the cell. | 1 | CO2 | BT1 | |
| | 2(j) | Lysosomes are membrane-bound vesicles that arise from the..... | 1 | CO2 | BT2 | |
| PART-B | Q3(A) | Compare and contrast a Prokaryotic and Eukaryotic cell. | 5 | CO1 | BT3 | |
| | 3(B) | "Mitochondria and chloroplast are considered Semiautonomous organelles in a plant cell" comment and validate. | 5 | CO2 | BT4 | |
| | Q4(A) | Evaluate the effect of isotonic, hypertonic and hypotonic solution on an animal cell. Support your answer with well labeled diagrams. | 5 | CO1 | BT5 | |
| | 4(B) | Elaborate the process of Mitosis with well labeled diagrams. | 5 | CO2 | BT3 | |
| | Q5(A) | "Golgi bodies are termed as post office of a cell". Explain the functioning of Golgi bodies in coordination with ER(Endoplasmic Reticulum). | 5 | CO1 | BT3 | |
| | 5(B) | Briefly elaborate the stepwise process of Protein translation. With Diagrams | 5 | CO2 | BT3 | |
| PART-C | Q6(A) | Phenylketonuria (PKU) is an inborn error of metabolism of the amino acid phenylalanine. The following pedigree shows a family affected by PKU (shaded in shapes). Use P for the dominant allele and p for the recessive allele. 1. How is PKU inherited? Explain. 2. Which individuals in this pedigree have PKU? 3. What are the genotypes of individuals # 1 & 2? 4. What are the genotypes of individuals # 3 & 4? | 5 | CO4 | BT5 | |



6(B)

A man with A blood group(Unknown genotype) marries a woman with O blood group, what blood types are possible in children?(show both crosses)

5

CO4

BT6

Q7(A)

Elaborate the genetics involved in sex determination in *Melandrium* species.

5

CO4

BT2

7(B)

Explain the phenomenon of Cytoplasmic inheritance(plastid) in *Mirabilis jalapa*(4' O clock plant)

5

CO4

BT3

Q8(A)

SpongeBob loves growing flowers for his pal Sandy! Her favorite flowers, Poofkins, are found in red, blue, and purple. Using the information provided complete each section below.

1. Write the correct genotype for each color if R represents a red gene and B represents a blue gene.(genotype for Red , Blue and Purple flowers)

2. What would happen if SpongeBob crossed a Poofkin with red flowers with a Poofkin with blue flowers. Give the genotypes and phenotypes for the offspring.

3. What would happen if SpongeBob crossed two Poofkins with purple flowers? Give the genotypes and phenotypes for the offspring.

5

CO3

BT6

8(B)

Wealthy elderly couples die together in an accident. Soon a man shows up to claim their fortune, saying that he is their only son who ran away from home as a boy. Other relatives dispute his claim. Hospital records show that the deceased couple were Type AB and O. The claimant to the fortune is Type O. Could he be their son? Explain

5

CO4

BT5

Q9(A)

1. If a plant homozygous for tall is crossed with one homozygous for dwarf, what will be the appearance of the F1 and F2 generation.

2. If F1 generation was crossed with its tall parent.

3. If the F1 generation was crossed with its dwarf parent.

(Let the allele for tall be represented by T and dwarfness allele is d.)

5

CO3

BT5

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|--------|---|---|-----|-----|--|
| 9(B) | In Human beings brown eyes are usually dominant over the blue eyes. Suppose a blue eyed man married a brown eyed woman whose father was blue eyed. What proportion of their children would you predict will have blue eyes? | 5 | CO3 | BT6 | |
| Q10(A) | Mendel is known as father of Genetics; outline the three laws proposed by him and elaborate any one with suitable example. | 5 | CO3 | BT3 | |
| 10(B) | In humans skin colour is controlled by 3 independent genes, construct the punnet square if two heterozygotes are married and derive the genotypic ratio to be observed in a progeny. | 5 | CO4 | BT5 | |
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